A SERIES OF TESTS FOR USE IN THE STUDY OF SELECTED SHORT STORIES

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Thesis

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CHAPTER I

AIMS AND PURPOSES OF THIS SERIES OF TESTS

The main purpose of this paper is to present a series of short story tests which are to be used in an extensive reading program for grade ten at Hingham High School. These tests are devised to render unnecessary any other check on student reading.

The problem of providing a reliable check on reading done by students in an extensive reading program is one which must be solved before such a method becomes effective. Ideally it is fine to turn students loose in a wide field of selected reading, but how can the laggard be persuaded to read, even with a rigid textbook cast aside and an invitation given to brouse at will through a hundred books? Many teachers have tried check lists, book reports, book reviews and oral reports in order to provide an extensive program. These devices, while they should not be discarded, are too open to misuse by the student through copying, adapting the work of others, and plain, unvarnished lying.

A series of tests over a selected list of readings should be expanded year by year until it includes a wide range of subject matter on every reading level. This paper

is concerned with short stories, primarily because the short story is easily adapted to the concise, ten - question test employed here. It seemed wise to commence with a field of reading which could be prepared in a minimum of time. The reading and preparation of fifty short stories was a much easier task than similar work on essays, poems, biographies or novels; the results gained would be equal regardless of the type of literature studied.

A later chapter in this paper contains an actual unit, worked out and taught in Hingham classes. This unit was effective up to the point of evaluating results. Having given the students a program of extensive reading, there was no way of checking the results of their work. However, with a series of test of this type, the student will face a constant challenge in his reading. He will be given a wide area of choice; yet with each selection read he will face a brief examination. This will prove of aid to the teacher as well as to the student. The teacher will be provided with a constant check on the value of the selections chosen for study, and the student will find himself forced to read with a definite objective.

An interesting result of planning this unit and making this series of tests was the realization of how few were the actual learning products the student should acquire. With only ten questions to each story, it was difficult

to find worthwhile questions. There was a constant tendency to drop into a picayune search for facts - facts which were of no importance, either in themselves or when related to a larger pattern. A reference to the reading unit in the final chapter of this paper will show only five specific learning products to be derived from a study of the unit. The preparation of both the unit and this series of tests has shown me the folly of spending class period after class period on a few selected stories.

Collecting stories for an extensive reading program need not involve any more work than looking over numbers of discarded texts, now collecting dust in the school bookroom; collecting sample copies of textbooks, and looking within textbooks now in current use in our classrooms. Merely because a book is a school text is no indication that the material within its covers is out-moded or unsuitable. This is particularly true concerning anthologies of literature. The objection to the single text lies in its limited appeal, not in the material per se. Of course, once having exhausted the above sources, one may use several alternate methods of selection: ordinary short story anthologies prepared for the general public, selected anthologies of classics, current magazine stories to be cut out and bound, current best seller collections; in fact, take them where you find the.

Thus, the actual task of collecting the stories is a

simple one. The next step is to classify them as to reading level and pupil interest. Although there are a number of reading scales now available to classify reading material, the work of using them on such a large number of selections as suggested here, makes such a task impractical. To obviate this, select material by using your knowledge of student likes and dislikes in reading. By using anthologies planned for particular grades, a fairly good approximation of reading levels may be made. This, of course, will apply only to the first list of selections. Having made one list and u used it in teaching a unit of work, test results and student comment will quickly show which stories are too difficult, which ones are too easy, which ones lack general interest, and which ones do not challenge sufficiently.

The following method of classification has proved helpful in presenting short stories; namely: plot stories, character stories, theme stories, humorous stories, and stories of atmosphere. The preceding classifications will be fully explained as part of an introductory paragraph to each group of tests. There are many other methods of classifying short stories such as stories of adventure, sport, insight, realism, and mystery. It will be impossible to classify every story according to a rigid formula, such as is suggested. However, for the sake of helping the student to make a selection, and to show him that various writers emphasize

different types of writing, the stories may be grouped somewhat arbitrarily. In fact, should a student question the grouping, an excellent opportunity would then be presented for a discussion of style. The stories within each grouping should be varied as much as possible as to interest and reading level. Any list for a tenth grade group should contain stories written on a sixth grade level. The major difficulty encountered will be to find a high level of interest combined with the low level of reading ability.

After the reading unit has been presented, the students may take the tests as fast as they have completed a selection. The tests should be filed by author, and the tests can be administered individually. Guidance by the teacher is necessary in aiding the student to make his selection of reading. It goes without saying that the teacher should be familiar with the reading level of each student as well as his individual preferences. With this information the teacher can circulate among the class, making suggestions and answering questions. This makes for an excellent classroom atmosphere with the teacher and students planning and working together.

This collection of short stories is intended to be only a beginning. As you may note from the general bibliography, the stories are chosen from three anthologies. These anthologies are already available in the school, two of thish have not

been used for at least five years. Future additions to the library of short stories can be made from sources previously mentioned. By using materials on hand in the school, the unit can be launched without delay and without extra expense.

In conclusion emphasis should be placed on the following points: (1) make additions regularly to the library of short stories (2) keep a careful record of test results to aid in determining which stories should be retained and which should be discarded (3) keep your tests simple, avoiding unimportant items (4) know the individual reading level of your students.

CHAPTER TWO

TESTS ON STORIES OF PLOT

Explanation Of Classification

The stories included under this classification obtain and hold the reader's attention largely because of plot interest. The emphasis here is in the "what", rather than the "why" of things. This is not to say that character, atmosphere and theme are not included, but rather that the sweep of events is the dominating factor - hence, the inclusion under the heading of plot.

Chapters from novels are included as short stories; for example, the archery contest from Ivanhoe by Sir Walter Scott, makes a complete short story, although part of a larger unit.

Directions for taking these tests.-- Each of the following questions may be correctly answered by only one of the five answers listed below. Place the letter of the correct answer in the space at the right.

Bandy Legs (2) 1/

by Joseph Anthony

1/ (2) means reference number "2" in the general bibliography at the end of this paper.

Sample question.--

The setting of this story is a (a) small village (b) farm (c) New York City (d) Boston (c) Chicago. Since the scene is New York, the letter "c" is placed in the space at the right. c

1. Davy Hartenstein had won a medal for (a) bravery (b) oratory (c) drawing (d) painting (e) writing. b

2. Hester liked Davy because (a) of his looks (b) he could fight (c) he was rich (d) his father owned a moving picture house (e) he had a gold medal. e

3. Davy lost his medal (a) in the sewer (b) to Hester (c) to Gus Mayer (d) in the river (e) in a cellar. c

4. Gus Mayer was given a good beating by (a) Red McCarthy (b) Davy Hartenstein (c) Bandy (d) Pewee (e) Izzy McKinahan. a

5. In a street fight the Twenties were defeated by the Parkies, and (a) Red McCarthy got the medal (b) Bandy beat up Red (c) Gus Mayer stole the medal (d) Agnes McCarthy ran off with the medal (e) Davy gave a speech. a

6. Davy went after his medal and (a) recited "Annabelle Lee" (b) fought Red McCarthy and defeated him (c) bought a new medal (d) found his medal in

a cellar (e) the police helped him recover his medal. a

7. The Twennies fought the Parkies a second time to (a) get the medal (b) to rescue Davy (c) to rescue Dandy (d) to get even with Red McCarthy (e) to defend their honor. b

8. Bandy was the nickname given (a) Hester (b) Agnes (c) Mayer (d) Davy (d) Davy (e) Diamond. d

9. Davy saved his money to (a) buy a medal (b) take Hester to the movies (c) buy a gun (d) buy candy (e) buy a book of poems. b

10. As the story ends, Hester wants Davy (a) give her his medal (b) buy her some candy (c) take her to the movies (d) fight Red McCarthy (e) win another medal. c

R. M. S. Titanic (1) 1/

by Hanson W. Baldwin

Sample question. --

R. M. S. Titanic was a (a) man (b) ship (c) plane (d) train (e) horse. Since the Titanic was a ship, the letter "b" is placed in the space at the right. b

1. The Titanic was sailing from (a) Southhampton to New York (b) Havre to New York (c) New York to

1/ (1) means reference number "1" in the general bibliography at the end of this paper.

Southhampton (d) Belfast to Boston (e) Calais to Liverpool. a

2. One of the five terms is not a nautical term: (a) strakes (b) twin screws (c) bollards (d) hull (e) fetlock. e

3. The Titanic was on her (a) second voyage (b) third voyage (c) maiden voyage (d) return trip (e) fourth voyage. c

4. Seamen thought this trip had an ominous start because (a) she sailed on Friday (b) she snapped her mooring ropes (c) the New York almost collided with her (d) screaming gulls soared in her wake (e) a passenger committed suicide. c

5. The Titanic received (a) no advance warning of trouble (b) a message from the Caronia (c) a message from New York (d) a message from Cape Race (e) a message from the pilot. b

6. The Titanic was struck (a) on the stern (b) on the port side to the rear (c) on the starboard side forward (d) on the port side amidships (e) on the starboard side amidships. d

7. The Titanic's watertight compartments were useless because (a) the ship sank too rapidly (b) the water doors were not closed (c) a bulkhead gave way (d) the ship was cut in two (e) a three hundred foot

slash was cut.

8. As the Titanic sank, the band played (a) Rock of Ages (b) Lead Kindly Light (c) Abide With Me (d) Nearer My God To Thee (e) God Save The King. d

9. Life boats were slow in being lowered because (a) there were too few of them (b) some were damaged (c) there had been insufficient boat drill (d) the crew was green (e) passengers refused to obey orders. c

10. The first ship to sight the Titanic was (a) the Parisian (b) Californian (c) La Provence (d) Celtic (e) Carpathia. e

The Man Who Won The War (1)

by Robert Buckner

Sample question. --

The setting of this story is a (a) transcontinental plane (b) train crossing into Belgium (c) ship crossing the English Channel (d) train on the Scottish coast (e) plane over Ireland. b

Since the story is told on a train going from Germany to Belgium, the letter "b" is placed in the space at the right.

1. The man who won the war was (a) an Irishman (b) a Belgian (c) an American (d) an Englishman (e) an Italian. d

2. The Germans attacked France from (a) the south only (b) from the south and north (c) the Marne (d) Belgium (e) three separate directions. e

3. The Belgians were forced to surrender by the Germans unless (a) they could get help from the sea (b) the Americans could arrive in time (c) their fortifications would hold (d) their own reinforcements arrived (e) the British held out. a

4. Bradman's ship contained (a) 108 cases of Scotch whisky (b) Scottish uniforms (c) naval stores (d) secret plans for shore defense (e) Scotch troops. b

5. A plan was made to deceive the Germans by (a) sending in British reinforcements (b) bombarding them from the sea (c) opening the dikes of the Yser (d) dressing Belgians in Scottish uniforms (e) attacking from the rear. d

6. From the hour of the German attack the Belgians held until the Germans quit when (a) gunpower proved too much (b) the Scottish uniforms deceived them (c) new supplies arrived (d) gunfire from the coast hurled them back (e) they lost their commanding officer. b

7. Bradman was rewarded for his heroic deed by (a) receiving the Medal of Honor (b) receiving a promotion (c) being mentioned in dispatches (d) receiving a ninety day leave (e) being thrown into prison. e

Years later Bradford returned to Nieuport and found (a) a quiet rest (b) an old comrade (c) the man who lost the war (d) the man who had denounced him (e) his old naval commander. c

9. Bradman had a box with him containing (a) proof of his innocence (b) the ashes of Gunnar Bechel (c) secret papers (d) a plan of the coastal guns (e) a picture of Gunner Bechel. b

10. After the war Bradman moved all over the world because (a) he was restless (b) someone always recognized him (c) he was looking for the German sentry (d) he was sent out of England (e) he was looking for someone to prove his innocence. b

The Unfamiliar (1)

by Richard Connell

The setting for this story takes place in (a) a Spanish bull ring (b) Connecticut (c) Rhode Island (d) a western ranch (e) Massachusetts. Since the setting takes place on a Connecticut farm, the letter "b" is placed in the space at the right. b

1. Velvet Pants was familiar with only one of the following (a) boxing (b) lightning bugs (c) mowing machines (d) bulls (e) swimming. d

2. Velvet Pants refused to fight Pete because

(a) he was afraid (b) he was too small (c) he didn't know boxing (d) he had no gloves (e) he didn't want to kill Pete. c

3. Pete caught Velvet Pants practicing (a) singing (b) boxing (c) fencing (d) bull fighting (e) swimming. d

4. At Janey Crosby's party Velvet pants (a) played his guitar (b) gave her a costly gift (c) sang a Spanish song (d) gave a fencing exhibition (e) fought with Pete. a

Peasant Wit (2)

by Nevil Henshaw (1880-)

Example

The setting of this story is laid in (a) Louisiana (b) Quebec (c) Cuba (d) New Mexico (e) Panama. a
Since the story takes place in Louisiana, the letter "a" is placed in the space at the right.

1. At the time the story opens (a) the Spanish American war had just been fought (b) the Texan fight for independence had been won (c) the Civil War had just been concluded (d) the Revolutionary war had just finished (e) the World War I was just over. c

2. The Wolf was (a) a former office holder (b) an outlaw since childhood (b) an escaped criminal (c) a deserter from the army (d) a spy (e) an enemy scout. a

3. As a precaution against capture, the Wolf

takes as a hostage (a) Mme. Burel (b) their horse (c) their little boy (d) her husband (e) their little girl. e

4. Mme. Burel was not waiting for her husband because (a) he was dead (b) he had gone away (c) he was in the fields (d) he had joined the army (e) he was lying upstairs wounded. a

5. Mme. Burel's peasant wit showed in her ability (a) to joke in the face of danger (b) to trick the outlaw completely (c) to make Wolf laugh (d) to hide her child completely (e) to send for help. b

6. Wolf did not know the horse was riderless because (a) he was blinded by the pitchfork (b) it was dark (c) a dummy was tied to the saddle (d) he came up unexpectedly (e) there was no window on one side. b

7. Mme. Burel kept Wolf at bay with (a) her husband's gun (b) her knife (c) a club (d) a rake handle (e) a pitchfork. e

8. Mme. Burel knew that help would come because (a) she had released a pigeon (b) she had sent her dog, Blue (c) her horse had run off to the village (d) the sherrif had heard the shots (e) she had built a big fire. a

9. One of the following expressions shows this story to be about people of French descent: (a) peasant wit (b) Vigilantes (c) Adito (d) Ile (e) Wolf d

10. The Wolf shot at the riderless horse because

(a) he thought he saw a rider (b) a sound startled him (c) he was nervous (d) his gun misfired (e) a voice told him to shoot. e

On the Dodge (1)

by Will James (1892-)

Example

On the Dodge is a story of (a) gangsters (b) cowhands (c) Indian raids (d) baseball (e) circus life. Since this is a story of cowhands, the letter "b" is placed in the space at the right. b

1. The cowboy was trailing his stolen horse when (a) the posse caught him (b) he was shot in the back (c) saw the thief a short way ahead of him (d) he lost sight of the tracks (e) he lost his pack horse. a

2. One of the following expressions is not typical cowboy language (a) keeping tab on a herd of dry stuffe (b) draw (c) hombre (d) hazed over my shoulder (e) taken for a ride. e

3. The cowboy was accused of (a) stealing horses (b) robbing a bank of one thousand dollars (c) kidnapping a child (d) killing a man (e) changing brands on cattle. d

4. The cowboy escaped from the sheriff by (a) pulling a gun on him (b) hitting him with a pistol butt (c) choking him (d) breaking his arm (e) having a girl hold up the posse. c

5. All of the following expressions are used in reference to horses except one (a) sunfishing (b) crow-hopping (c) hackamore (d) sheepshank (e) side-winding. d

6. The cowboy covered up his tracks by riding (a) in a mountain stream (b) over crags (c) in a herd of wild mustangs (d) through sand (e) in circles. c

7. One of the following expressions is not typical of western country (a) white sage (b) buck-brush (c) bayberry bushes (d) draw (e) pinon tree. c

8. The cowboy recognizes the criminals by (a) seeing his own horse (b) the trail they had left (c) the guns they carried (d) hearing them talk (e) the sheriff's description. a

9. The criminals were outwitted by (a) being quicker on the "draw" (b) a gun concealed in a boot (c) the sheriff's arriving in time (d) the government agent (e) an ambush. b

10. This story gives a good example of (a) carelessness (b) quick shooting (c) excellent roping (d) quick witted resourcefulness (e) cowardice. d

Stover at Yale (3) 1/

by Owen Johnson

1/ (3) means reference number "3" in the general bibliography at the end of this paper.

Example

This is a story of (a) football (b) boxing (c) baseball (d) soccer (e) wrestling. Since this is an account of the annual sophomore freshman wrestling contest, the letter "e" is placed in the space at the right. e

1. Stover was (a) a fair wrestler (b) an expert (c) afraid (d) over confident (e) absolutely inexperienced. e

2. At the first rush Stover was (a) thrown (b) whirled his opponent over his head (c) hit his opponent on the chin (d) stumbled (e) missed a hold. b

3. Fisher almost threw Stover by (a) getting his head in chancery (b) a half Nelson (c) a headlock (d) a flying tackle (e) a toe hold. a

4. Stover lost a fall to Fisher (a) because he couldn't help it (b) to save himself for the other rounds (c) because he was fouled (d) because he slipped (e) because Fisher was stronger. b

5. In the third fall round Stover (a) smashed Fisher with a fierce tackly (b) used a headlock (c) tried the flying more (d) used a head spin (e) lost by a half Nelson. a

At the conclusion of the bout (a) Fisher was declared winner (b) Stover won (c) both men refused to speak (d) a riot broke out (e) Stover lost his temper. b

7. In addition to having a good physique, Stover had (a) a fighting face (b) good training in wrestling (c) an assortment of holds (d) a terrific temper (e) blind rage. a

8. Stover spoke to Fisher who (a) refused to answer (b) praised him (c) hit him later (e) got his friends to tackle him. b

9. Tompkins, a football veteran, was pleased (a) because Stover had shown brainwork (b) that Stover had won (c) that Stover was so powerful (d) that Fisher was defeated (e) with Stover's clever wrestling. a

10. Stover said he had decided to wrestle (a) for the honor of the class (b) because he hated Fisher (c) to see what he could do (d) because he didn't stop to think how rotten he was (e) he wanted to be class champion. d

The Freshman Fullback (3)

by Ralph D. Paine

Example

Mr. Seely's son played for (a) Harvard (b) Rutgers (c) Princeton (d) Williams (e) Yale. Since Ernest Seely played for Yale, the letter "e" is placed in the space at the right. e

1. Mr. Seely had committed a great blunder by (a) approving a libellious story to be printed (b) embez-

zeling funds (c) spreading scandal (d) allowing another reporter to beat him on a story (e) failing to notify the editor a big story. a

2. Henry Seely now had a job as (a) reporter (b) copy writer (c) sports writer (d) managing editor (e) proofreader. b

3. Seely might have rallied from his misfortune had not (a) his wife died (b) he lost his money (c) lost his job (d) the paper blackballed him (e) his son fallen ill. a

4. The one source of pride Seely had was (a) his fine home (b) his son's scholastic record (c) his son's position as substitute on the football team (d) his selection to write the story of the big game (e) his great record in the newspaper business. c

5. Seely refused to attend the game with Giddings because (a) he thought Yale would lose (b) he was afraid his son might be hurt (c) he was ashamed to see his old friends (d) he had to work (e) he couldn't afford it. c

6. Seely was given the assignment to (a) write up a steamboat collision (b) the complete story of the Yale game (c) the big stock market crash (d) interview the Yale Captain (e) to write the introduction for the Yale game. e

7. One of the following statements is not true about football today (a) the ball was rushed (b) long kicks were made (c) a touchdown counted 5 points (d) a field goal counted 3 points (e) a kick after a touchdown scored 1 point. c

8. When the first half ended, Yale (a) had tied the score (b) was behind by one touchdown (c) had completely stopped Princeton (d) had been thoroughly beaten (e) had given up.

9. Yale advanced down the field using (a) forward passes (b) laterals (c) end runs (d) old fashioned football (e) off tackle plays. d

10. The game was finally won by (a) a touchdown (b) a field goal (c) a kick after touchdown (d) a safely (e) a fumble over the goal line. a

A Plain Tale of the Sea (2)

by Alfred F. Loomis (1880-)

Example

The opening scene of this story is (a) on the coast of New England (b) on the Amazon River (c) at the mouth of the Mississippi (d) off the coast of Panama (e) off the coast of Cuba. Since the scene opens off the coast of Panama, the letter "d" is placed in the space at the right. d

1. A cayuca is (a) a native of the tropics (b) a weapon of the Indians (c) a canoe (d) a cutter (e) a fruit tree. c

2. Harry's father wanted to get rid of the boy because (a)he was a poor sailor (b) he had run away from the enemy (c) he had broken his best cayuca (d) he had lost his way (e) he had killed his best friend. c

3. One of the things the captain feared most was (a) a storm at sea (b) dead calm (c) an attack by Indians (d) a water spout (e) a hurricane. d

4. Harry saved the ship by (a) towing the ship with his cayuca (b) breaking the water spout with his canoe (c) holding the tiller steady (d) lowering the mainsail (e) dropping the anchor. b

5. Captain Weston cursed the Indian boy because (a) he thought he was deserting the ship (b) he dove overboard (c) he let go the tiller (d) he fouled the anchor (e) he smashed his cayuca. a

6. The ship was on its way to (a) San Francisco (b) Panama City (c) Trinidad (d) Colon (e) Monterey. d

7. The captain found Harry very useful because (a) he was a good pilot (b) he could handle a cayuca (c) he knew the coastline (d) he rove new running-rigging (e) he could read the compass. d

8. As a result of his effort Harry (a) was

drowned (b) was washed overboard (c) lost his hearing (d) was crushed to death (e) completely disappeared (e) found his father again. e

9. One of the following expressions is not a nautical expression (a) sagala (b) rigging (c) shroud (d) halyard (e) keel. a

10. Weston saved Harry's life by (a) sending out a small boat for him (b) catching him with a boathook (c) throwing a line to him (d) catching him in a net (e) throwing him a life preserver. b

The Princess and the Puma (1)

by O. Henry (1867-1910)
(William Sidney Porter)

Example

The scene of this story takes place (a) in the royal court (b) on a New England farm (c) in a mansion (d) on a luxury liner (e) on a western ranch. e
Since the scene takes place on a western ranch, the letter "e" is placed in the space at the right.

1. The king had a _____ whom he loved very much. (a) daughter (b) puma (c) horse (d) friend (e) wife. a

2. Josefa was a girl who was (a) an excellent housekeeper (b) a remarkable shot (c) a poor rider (d) an Indian (e) married to the foreman. b

3. This story is a good example of democracy because (a) Josefa's father became very wealthy (b) all the cowpunchers liked Josefa (c) a foreman could think of marrying the boss's daughter (d) all the cowpunchers were treated equally (e) O'Donnell treated his men well. c

4. Ripley Givens tried to save Josefa's life by (a) dashing between the lion and Josefa (b) shooting the lion (c) taking her on his horse and running away (d) lassooing the lion (e) trapping the lion. a

5. Ripley Givens told Josefa she had (a) saved his life (b) killed his pet lion (c) frightened his horse (d) made him lose his gun (e) forced him to carry Josefa home. b

6. Select the one sentence which best illustrates O.Henry's way of writing. (a) It is well to look out when you hear a Mexican lion at night. (b) It is wise to heed the cry of the lion at night. (c) It is well to be reasonably watchful when a Mexican lion sings soprano along the arroyos at sundown. (d) A Mexican lion crying in the Arroyos is something to make you beware. c

7. Josefa and Ripley Givens rode home (a) in a fit of anger (b) without talking (c) very much upset (d) hand in hand (e) mourning over the lion's death. d

8. O. Henry saved his best part of the story for

a surprise ending by (a) having Josefa marry Ripley Givens (b) telling that Josefa knew the lion all the time (c) having O'Donnell order Ripley Givens to leave (d) describing Josefa's sorrow at the lion's death (e) telling about the accidental shooting of Josefa's father. b

9. Ripley Givens was very happy because (a) he had killed the lion (b) he had escaped death (c) he thought Josefa believed his story (d) he asked Josefa to marry him (e) he was going to buy the O'Donnell ranch. c

10. One of the five words does not belong with the others (a) great gar (b) Arroyos (c) sacuista (d) coyotes (e) farm. e

The Fort (2)

by Theodore Goodridge Roberts

Example

This is an incident in the war between (a) the English and the Spanish (b) the French and Spanish (c) the English and Americans (d) the French and English (e) the Dutch and Spanish. Since this is an incident in the war between the English and French, the letter "d" is placed in the space at the right. d

1. The attack is being made from (a) the land side (b) the mountains (c) the sea (d) the jungle (e) the plain. c

2. The fort is on the island of (a) Cuba (b) Porto Rico (c) St. Christopher (d) Trinidad (e) St. Malo. c

3. Bobby Shafto is (a) the Captain (b) the Coxwain (c) pilot (d) the stroke (e) a common sailor. e

4. In the attack (a) only the captain was killed (b) all were killed save Bobby (c) half the men were killed (d) the gunners mate and the coxwain were killed (e) none were killed. b

5. The fort was (a) completely surprised (b) warned by a spy (c) attacked by a partial surprise (d) warned by gunshot from a second crew (e) warned by a shot from the Spitfire. d

6. At the turning point of the attack Don Tomas had attacked the invaders to (a) aid M. de Lalain (b) destroy the English (c) drive out the invaders (d) capture the fort (e) capture the fort's treasure chest. e

7. Just at the moment of triumph (a) Bobby Shafts fell mortally wounded (b) he captured the flag (c) Don Tomas attacked (d) young Lalain seized him from behind (e) a shot from the sea destroyed the powder chest. c

8. Don Tomas (a) was killed by Bobby (b) ran away (c) searched for treasure (d) pulled down the flag (e) allowed Bobby to raise the English flag. c

9. Bobby escaped by (a) shooting de Lalain (b)

running into the woods (c) calling for aid (d) jumping into the sea (e) lowering himself over the cliff. e

10. As the story ends we know that (a) the Spitfire was sunk (b) Don Tomas ruled the fort (c) de Lalain escaped (d) Bobby was killed (e) the crew from the Spitfire would come to take the fort. e

Locksley as an Archer (3)

by Sir Walter Scott

Example

Another name for Locksley is (a) Hubert (b) Robin Hood (c) Little John (d) King Richard (e) King John. Since Locksley is Robin Hood, the letter "b" is placed in the space at the right. b

1. This story took place many years ago as will be seen from the use of one of the following expressions: (a) yeomen (b) peremptory (c) archery (d) medallion (e) favor. a

2. Locksley was forced to compete under threat of (a) death (b) exile (c) prison (d) torture (e) a fine. b

3. Prince John promised his own yeomen (a) a sum of gold (b) a promotion (c) a buck and a butt of wine (d) a target (e) honor at court. c

4. One of the following terms does not pertain to archery: (a) bow (b) baldric (c) heraldry (d) target

(e) quiver c

5. When Hubert and Locksley shot (a) Hubert hit the exact center (b) Locksley shot with great care and determination (c) Hubert overshot the mark (d) Hubert allowed for the wind (e) Locksley was very nervous. a

6. By marvelous shooting Locksley (a) placed three arrows in the targets' center (b) splintered Hubert's arrow (c) only missed one out of ten shots (d) shot without looking at the target (e) defeated all except Hubert. b

7. Locksley insisted upon using a target made of (a) a small pine (b) an oaken post (c) a willow wand (d) a sovereign (e) a small shield. c

8. When Hubert saw the mark Locksley set up, (a) he refused to shoot (b) hit the mark (c) missed the mark (d) undershot it (e) threw his bow to the ground. a

9. Locksley shot and (a) missed the target (b) nicked the target (c) split the target (d) hit a bystander (e) was given applause for a good try. c

10. When Locksley received his prize, he (a) thanked the Prince (b) gave it to Hubert (c) gave it to Little John (d) refused it (e) ran into the forest. b

The Match Against Callendar (3)

by Hugh Walpole

Example

This is a story about (a) soccer (b) American football (c) baseball (d) cricket (e) rugby. Since this is a story of Rugby football, the letter "e" is placed in the space at the right. e

1. One of the following terms is used in both American and English style football: (a) screen (b) punt (c) three-quarter (d) end run (e) forward pass. b

2. Jeremy was downcast because (a) Callendar scored (b) the Callendar boys were bigger (c) he fumbled (d) Mellon was too fast (e) Bender was injured. b

3. The outstanding man for Crale was (a) Jeremy (b) Bender (c) Mellon (d) Stoevens (e) Llewellyn. a

4. The one thing Jeremy was secretly afraid of was (a) tackling a big, fast three-quarter (b) losing to Callendar (c) being tackled hard (d) missing a tackly (e) fumbling the ball. a

5. At the half time Callendar (a) was behind (b) lead by one point (c) was tied with Crale (d) was ahead 8-0 (e) had five men injured. d

6. When the half ended, Jeremy (a) felt the game had been a grand forty minutes (b) wished he had never played football (c) felt discouraged (d) determined to win the next half (e) asked for a substitute. a

7. The score by Crale was made by (a) Bender

(b) Jeremy (c) Steevens (d) Barry (e) Williams. d

8. With but four minutes to play (a) Jeremy ran for a touchdown (b) Steevens threw the ball to Barry who fumbled it (c) Barry ran for a touchdown (d) Jeremy fumbled (e) Mellon kicked a goal. c

9. In this game there are (a) nine men on a side (b) ten men (c) eleven men (d) fifteen men (e) six men. d

10. The game ended (a) in a tie (b) Callendar ahead by one point (c) Crale ahead by one point (d) Crale the winner 10-8 (e) Callendar the winner 8-5. d

The Riverman (3)

by Stewart Edward White

Example

Birling is a game played (a) on a field (b) with birch staves (c) on a spinning log (d) in a canoe (e) on ice. Since birling is played by two men spinning a log, the letter "c" is placed in the space at the right. c

1. All lumberman wore (a) striped shirts (b) spiked boots (c) red pants (d) visored caps (e) red suspenders. b

2. Darrell defeated Jimmy Powers by (a) speed (b) cleverness (c) weight (d) strength (e) a foul. e

3. A log jam is (a) a blocking of logs in a river (b) a barricade placed to check more logs from coming (c) a type of popular music (d) a fight among lumbermen (e) a way to collect logs. a

4. Darrell's job with the lumber company was (a) manager (b) lead driver (c) chopper (d) rear boss (e) cook. d

5. The common tools to free logs were (a) axes (b) peavies (c) spikes (d) wedges (e) clamps. b

6. The trick of freeing tangled logs is to (a) use dynamite (b) break the dam (c) free the leading logs (d) break the pile in the middle (e) find and free the key logs. e

7. Lumbermen escaped from log tangles by (a) avoiding the centers of eruption (b) going ashore (c) swimming (d) choosing one log and riding it (e) leaping on to a raft. a

8. Darrell (a) fell into the mass of logs (b) pulled Powers in with him (c) tumbled into open water (d) fell under a big log (e) tripped on a small branch. b

9. Jimmy Powers (a) saved Darrell by using a peavy (b) pulled him out by the coat collar (c) pushed the logs away (d) making a human chain (e) throwing a rope. b

10. Powers stated that he had saved Darrell because (a) of kindness (b) sympathy (c) he didn't want to lose a good workman (d) he was saving him for the next birling match (e) he wanted to use him in Camp One. d

Twenty Cigarettes (1)

by Philip Wylie (1902-)

Example

The signal for going over the top was (a) a spoken command (b) a certain hour (c) a whistle (d) a gunshot (e) a whisper. Since a whistle is the answer, the letter "c" is placed in the space at the right. c

1. The twenty cigarettes are a means the author uses to keep track of (a) events (b) time (c) supplies (d) men (e) brave deeds. a

2. With their first attack Phelps and his men captured (a) a town (b) an enemy trench (c) a hill (d) a small fort (e) a machine gun nest. b

3. In the second attack Phelps helped capture (a) an enemy gun (b) a cellar hole (c) a thousand prisoners (d) a redoubt (e) an airfield. a

4. One of the five expressions does not belong in the group (a) sap trench (b) concentration of fire (c) grenade (d) scythe (e) mills bomb. d

5. At the beginning of the war Phelps was (a) anxious to enlist (b) afraid to enlist (c) a pacifist (d) drafted (e) a deserter. c

6. In the third attack Phelps (a) killed a hundred men (b) took many prisoners (c) captured a town (d) was taken prisoner (e) was wounded. c

7. One of the following phrases accurately depicts war (a) a blaze of glory (b) an exciting charge (c) a ghastly horror (d) hard, dirty work (e) brilliant parades. d

8. When Phelps returned home, he (a) attended a brilliant reception (b) gave a speech (c) taught his father about war (d) killed himself (e) accidently shot his father. c

9. Phelp's father accused his son of (a) cowardice (b) treason (c) desertion (d) laziness (e) lying. a

10. The last cigarette was smoked by (a) Phelps (b) Phelp's Captain (c) Page (d) Phelp's father (e) the sergeant. d

The Pendulum (4) 1/

by O. Henry (1867-1910)
(William Sidney Porter)

Example

The locale of this story is (a) New York (b) San Francisco (c) New Orleans (d) Boston (e) Cleveland. a Since the locale is New York, the letter "a" is placed in the space at the right.

1. The pendulum refers to (a) the city hall clock (b) the weight (c) the pulsations of time (d) the deadly routine of life (e) a terrible weapon. d

1/ (4) means reference number "4" in the general bibliography at the end of this paper.

2. Only one phrase is characteristic of O. Henry: (a) lulled by hope (b) whisper of the wind (c) western horizon (d) steel gray (e) macadamized lounge.

3. John had the habit of (a) an evening pool game (b) practicing dance steps (c) doing physical culture exercises (d) gossiping (e) playing ball. a

4. Mrs. Perkins left to (a) go to the movies (b) visit mother (c) nurse her mother (d) divorce him (e) shop. c

5. The Perkinses had been married (a) one year (b) three years (c) six years (d) two years (e) six months. d

6. One phrase is not typical O. Henry: (a) cold mutton (b) salad with tan polish dressing (c) the crucible of her ire (d) portentous disorder (e) strawberry marmalade blushing. a

7. John was remorseful until (a) he saw McClosky (b) he had eaten (c) his friends called (d) his wife returned (e) his wife phoned him. d

8. The story takes place during (a) World War I (b) World War II (c) the American Civil War (d) the Russo-Japanese War (e) The Boer War. d

9. Mrs. Perkins was (a) a good housekeeper (b) average (c) careless (d) fussy (e) not particular. c

10. The story concerns a or an (a) unexpected visit (b) shooting (c) accident to a clock (d) divorce suit (e) reformation. a

CHAPTER THREE

TESTS ON STORIES OF HUMOR

EXPLANATION OF CLASSIFICATION

The stories included here base their appeal to the reader chiefly because of humor. This is not to say that they lack good characterization, plot, interest, theme or atmosphere.

Directions for taking these tests.--Each of the following questions may be correctly answered by only one of the five answers listed below. Place the letter of the correct answer in the space at the right.

Zenobia's Infidelity (1)

Leonard Q. Ross

Example

Zenobia was a or an (a) dog (b) zebra (c) elephant (d) antelope (e) elk. Since Zenobia was an elephant, the letter "c" should be placed in the space at the right. c

1. Zenobia needed Dr. Tibbet's help because she (a) broke her leg (b) drank too much beer (c) was shot accidentally (d) was burned (e) was poisoned. d

2. Dr. Tibbet cured Zenobia by giving her (a) a bolus (b) capsicum (c) linseed oil (d) salve (e) chloride of lime. c

3. Bumgardner attacked Zenobia with (a) a hammer (b) an ax (c) a bang starter (d) a mallet (e) a gun. c

4. Zenobia helped Dr. Tibbet by (a) scaring the doctor's rival away (b) saving the doctor from a fire (c) carrying off Miss Bunker (d) drinking all the beer (e) stopping a bullet intended for the doctor. a

5. Zenobia showed her appreciation of the doctor by (a) waving at him (b) following him wherever he went (c) sleeping in his barn (d) chasing all his enemies (e) breaking her chain. b

6. Dr. Tibbet's chief rival in love was (a) Tom Matson (b) Dr. Pettengill (c) Jake Bumgardner (d) Deacon Burgee (e) Mr. Pennypepper. a

7. Dr. Tibbet decided that the animal's desease was (a) heart trouble (b) loss of memory (c) gratitude (d) cancer (e) alcoholism. c

8. To cure her thirst Zenobia drank (a) soda water (b) gin and beer (c) coffee (d) water (e) whisky. b

9. This story takes place (a) in a small town (b) near the ocean (c) in the city (d) in the open country (e) in the mountains of New England. a

10. As the story ends, Zenobia (a) runs away (b)

returns to her cage willingly (c) is lead back by her keeper (d) remains with Dr. Tibbet (e) is shot. c

The Rout of the White Hussars (2)

by Rudyard Kipling

Example

This is a story of (a) navy life (b) civilian life (c) army life (d) pioneer life (e) Indian warfare. c Since this is a story of army life in India, the letter "c" is placed in the space at the right.

1. The White Hussars were a famous (a) tank regiment (b) infantry regiment (c) engineer regiment (d) artillery regiment (e) cavalry regiment. e

2. This regiment was stationed in (a) Africa (b) China (c) England (d) East Indies (e) India e

3. The trouble all started because (a) the Colonel wanted to shoot the drum horse (b) the drum horse died (c) the drum horse could no longer do its work (d) the Colonel wanted a new drum horse (e) the drum horse ran away. a

4. Contrary to regulations the horse was (a) shot (b) purchased by a subaltern (c) sold to a native (d) shipped away (e) bought by the colonel. b

5. The soldiers tricked the Colonel by (a) pretending to shoot the drum horse (b) having an elaborate

installation ceremony (c) pretending to disobey orders (d) not appearing for mess call (e) not dressing in regulation uniform. a

6. When the drum horse re-appeared, he (a) was ridden by Hogan-Yale (b) carrying a regulation drum (c) headed the parade (d) ran away (e) was shot by mistake. b

7. The drum horse always (a) carried the Colonel (b) carried two kettle drums (c) brought up the rear of the band (d) carried a skelton (e) carried the trumpeter. b

8. The appearance of the drum horse caused (a) mutiny (b) a rout (c) laughter (d) the Colonel to be dismissed (e) Hogan-Yale to be discharged. b

9. The Colonel decided (a) to court-martial his men (b) to have the old drum horse shot (c) send Hogan-Yale to England (d) to forgive and forget (e) attack the native garrison. d

10. The man who made the Colonel do the right thing was (a) the second in command (b) Hogan-Yale (c) the Band-Sergant (d) Martyn (e) Troop Sergant-Major. a

Mr. K*a*p*l*a*n The Magnificent (1)

by Leonard Q. Ross (1908-)

Example

The class was studying (a) description (b) narration (c) letter writing (d) drama (e) exposition. c

Since letter writing is correct, place the letter "c" in the space at the right.

1. Mr. Kaplan used three exclamation points (a) for emphasis (b) because of ignorance (c) because of love for his brother (d) to make the teacher angry (e) to start an argument. c

2. The discussion of Mr. Kaplan's work (a) pleased his vanity (b) embarrassed him (c) had no effect upon him (d) angered him (e) hurt his feelings. a

3. Mr. Kaplan silenced the class by (a) his arguments (b) his perfect composition (c) his temper (d) his blank looks (e) a word. e

4. The name of the day's assignment was (a) Coney Island in Winter (b) a bus trip (c) a surprise party (d) a visit to Miami (e) a letter to a friend. e

5. Mr. Kaplan's chief errors are in (a) punctuation (b) reading (c) misuse of the English language (d) failure to pronounce correctly (e) limited vocabulary. c

6. The scene of this story is (a) in a rural school (b) a city high school (c) an immigrant school (d) an Americanization class (e) a night school in the city. d

7. Mr. Bloom was angry with Mr. Kaplan because (a) he misspelled his name (b) he lied about him (c) he told of his trip to Coney Island (d) he criticized

his letter (e) he laughed at him. a

8. Mr. Parkhill was afraid of Mr. Kaplan because (a) he was afraid of being embarrassed (b) Mr. Kaplan might lose his temper (c) Mr. Kaplan might take his job (d) Mr. Kaplan would notice his mistakes (e) Mr. Kaplan knew the teacher had committed a crime. a

9. The word animated was used by Mr. Kaplan to refer to (a) Mr. Bloom (b) himself (c) Max (d) Miss Mitnick (e) Mrs. Moskowitz. b

10. This story took place in (a) Moscow (b) Paris (c) Warsaw (d) Coney Island (e) New York City. e

Jeeves and the Yuletide Spirit

by P. G. Wodehouse (1881-)

Example

This story is a good example of (a) humor (b) drama (c) novel (d) tragedy (e) comedy. Since this is a humorous short story, the letter "a" is placed in the space at the right. a

1. Bertie planned to play a joke upon Tuppy by (a) pouring water in his bed (b) puncturing his hotwater bottle (c) letting the air out of his tires (d) putting needles in his bed (e) turning his bed upside down. b

2. One of the following expressions is typical of Mr. Wodehouse's style. (a) a hard-boiled old fellow

(b) a severe old man (c) a rough old character (d) an olf fossil (e) a formidable old bird. e

3. This story is typically (a) French (b) English (c) American (d) Canadian (e) Spanish. b

4. Jeeves arranged matters so that Bertie had to (a) play a practical joke (b) marry Honoria (c) marry Roberta (d) run away to Monte Carlo (e) leave for London. d

5. Jeeves was Bertie's (a) valet (b) close friend (c) lawyer (d) brother (e) cousin. a

6. Jeeves was not surprised at Bertie's decision to go to Monte Carlo because (a) he read a letter (b) he overheard Bertie talking (c) he planned for Bertie to go (d) he knew Bertie's Aunt wanted him to go (e) he knew Bertie planned to elope. b

7. Bertie was caught by Sir Roderick because (a) he tripped over his bathrobe (b) he lost his way (c) his bathrobe caught in the door (d) his alarm clock went off (e) Roberta had informed Sir Roderick of the trick. c

8. Bertie spent the night (a) on the floor (b) in the bed in the Clock Room (c) in Jeeve's room (d) out doors (e) in jail. b

9. One of the following epithets is not typical of Wodehouse's style (a) a looney-doctor (b) a ghastly dynamic exhibit (c) a gone goose (d) fiend in human shape (e) a fruity snore. c

10. Tuppy had once played a joke upon Bertie causing him to (a) lose his clothes (b) fall into the mud (c) drop into a swimming pool (d) insult his best friend (e) lose his job. c

CHAPTER FOUR

TESTS ON STORIES OF ATMOSPHERE

EXPLANATION OF CLASSIFICATION

Certain stories follow the Poe formula designed to grip the reader's senses by creating an atmosphere. While Poe created mostly an atmosphere of horror, other writers included here portray danger, quaint customs, unusual scenes and other types of atmosphere. As in all well planned short stories, the plot interest is good, but the reader recalls the feeling created by the author rather than the denouement of the plot. The following stories include many different types of atmosphere.

Directions for taking these tests:-- Each of the following questions may be correctly answered by only one of the five answers listed below. Place the letter of the correct answer in the space at the right.

The Race (3)

by Mary Mapes Dodge

Example

This is the story of an exciting race by (a)

runners (b) autoes (c) swimmers (d) horses (e) skaters. e
Since this is a story of skaters, the letter "e" is placed in the space at the right.

1. The scene of this story takes place (a) on the Hudson river (b) near Amsterdam (c) on the Clyde (d) in Marken (e) at Madame Van Gleck's. b

2. In order to see, some of the children (a) climbed trees (b) walked on stilts (c) climbed on people's shoulders (d) stood in front (e) climbed to the rooftops. b

3. The people interested in the race were (a) the children (b) grown boys and girls (c) the old people (d) women and children (e) everyone. e

4. The winner of the girls' first race was (a) the girl in yellow (b) Katrinka (c) Gretel (d) Madame Van Gleck (e) Hilda. c

5. The winner of the boys' first race is (a) Hans (b) Peter (c) Ben (d) Carl (e) Van Mounen. d

6. The winner of the silver skates for the girls was (a) Rychie (b) Katrinka (c) Annie (d) Hilda (e) Gretel. e

7. The winner of the boys' silver skates is (a) Carl (b) Schummel (c) Hans (d) Peter (e) Van Mounen. d

8. There was a great celebration because (a) of the race (b) Mme. Van Gleck's birthday (c) the

silver skates (d) the new year (e) championship. b

9. One of the following expressions does not belong in the group (a) meester (b) Mevronw (c) Mynheer (d) burghers (e) Mesdames. e

10. Hans did not enter the final race because (a) he loaned his strap to Peter (b) he sprained his ankle (c) he lost his skates (d) he was too tired (e) he was afraid he would lose. a

Billy Topsail Captures a Devil Fish (2)

Norman Duncan

Example

A cephalopod is a type of (a) sea clam (b) squid (c) lobster (d) jelly fish (e) star fish. Since a cephalopod is a giant squid, the letter "b" is placed in the space at the right. b

1. Another name for the devil-fish is (a) octopus (b) flounder (c) whale (d) sturgeon (e) sailfish. a

2. From examining the squid, the boys were able to tell one of the following things about the devil-fish (a) it has 28 tentacles (b) it weighs 12 ton (c) it has no mouth (d) it has a horny beak like a parrot's (e) it has no tongue. d

3. Whenever Bobby went out in his punt, he carried (a) a fish line (b) a paddle (c) his lunch (d) an axe

(e) a harpoon. d

4. One night while returning from a trip the boys saw (a) a giant lobster (b) an octopus (c) a huge whale (d) a seal (e) a large sea snake. b

5. The boat seemed to be moving although the boys were not rowing because (a) the tide was carrying them (b) the wind was blowing them (c) the current was carrying them (d) the waves were washing them ashore (e) the tentacle of the squid was pulling them. e

6. The boys attacked the squid with (a) a harpoon (b) a grapnel (c) a fish hook (d) oars (e) fish rod. b

7. The proper name given the giant squid was (a) Architeuthis princeps (b) cephalopod (c) mollusca (d) octopus (e) devil-fish. a

8. The small squid have (a) broad bodies (b) needle-like shapes (c) long, cylindrical bodies (d) flat bodies (e) round bodies. c

9. When in danger the squid (a) bites ferociously (b) slaps with its tail (c) squirts out an inky fluid (d) beats the water (e) crushes with its tentacles. c

10. With the money received from the octopus Billy bought (a) a new fishing outfit (b) a new punt (c) a new gun (d) a motor boat (e) a sail boat. b

The First Bump (3)

by Thomas Hughes

Example

This is a story of (a) rowing (b) swimming (c) canoe tilting (d) football (e) sailing. Since this is a story of a crew race, the letter "a" is placed in the space at the right. a

1. While the race is on (a) the crowds follow along the bank (b) many bets are placed (c) Tom fainted (d) the boat tips over (e) the coxwain is thrown out. a

2. There is one narrow place in the river called (a) the channel (b) the narrows (c) the gut (d) the shadows (e) the eddy. c

3. The race was won by (a) Exeter (b) Brasenose (c) St. Ambrose (d) Diogenes (e) Thames. c

4. During the race (a) Tom's dog followed along the bank (b) Hardy pushed the rival's boat (c) Tom called to his friends (d) the Exeter boat fouled St. Ambrose (e) the boat sprang a leak. a

5. Following are five terms one of which is not used in crew racing: (a) shell (b) stroke (c) coxwain (d) mate (e) oars. d

6. At the conclusion of the race (a) they were given three cheers (b) they were awarded medals (c) a dispute occurred (d) the band played (e) Tom was

elected captain. d

7. One of the following expressions shows this to be an English story: (a) an awful grind (b) all right (c) well pulled (d) steady (e) you're gaining. c

8. The winner of this race was (a) the one who crossed the line first (b) the one who first reached narrow place (c) the boat with the fastest time (d) the boat which bumped the lead boat (e) the boat which first reached Chernwell. d

9. One of the following expression shows good sportsmanship: (a) they muffed it (b) subdued chuckle (c) how well we started (d) Give it to her now (e) unable to exhibit his joy and unwilling for his gallant rival to see it. e

10. The Captain of Tom's crew was (a) Tom (b) Miller (c) Drysdale (d) Hardy (e) Jervis. b

The Monkey's Paw (1)

by W. W. Jacobs (1863-)

Example

This story is a good example of the irony of fate because (a) the father's good fortune came as a result of the son's death (b) the monkey's paw brought bad luck (c) the third wish failed (d) the family lost their only son (e) they rescued the monkey's paw from the

fire. Since good fortune insulated in misfortune which is a good example of irony, the letter "a" is placed in the space at the right. a

1. The setting of this story is gloomy because (a) a storm is raging (b) there are ghosts in the house (c) father and son quarrel over chess (d) Sergeant Morris told an adventurous tale (e) the monkey lost his paw. a

2. Sergeant Morris brought the monkey's paw back from (a) England (b) France (c) India (d) China (e) Africa. c

3. The visitor from Maw and Meggins brought news that their only son had been (a) drowned (b) run over by a truck (c) fatally shot (d) fatally injured in the company machinery (e) fatally injured in a fall at the factory. d

4. The monkey's paw had the magic property of (a) granting two wishes to the owner (b) causing death to the owner (c) bringing misfortune (d) granting three wishes to the owner (e) bringing wealth and happiness. d

5. Herbert said, "Why, we're going to be rich, famous and happy." This statement is ironical because (a) It was not true (b) they inherited money (c) they received 200 pounds (d) death and tragedy came instead (e) they wasted their wishes. d

6. Which one of the following expressions does not

belong in the story? (a) A cold wind rushed up the staircase (b) The sound of subdued weeping came from the window (c) The gate banged too loudly and heavy footsteps came toward the door (d) It was a cold, wet night. (e) A knock so quiet and stealthy as to be scarcely audible. c

7. Mr. White did not wish his son to return because (a) he wanted to keep the 200 pounds (b) he was afraid his son would accuse him (c) he did not want to see his multilated body (d) he feared only his son's ghost would return. c

8. Mr. White did not help his wife to open the door because (a) he was afraid (b) he was searching for the monkey's paw (c) he was too weak (d) he hated his son (e) he was angry with his wife. a

9. As a final wish Mr. White wished (a) that his son would not return (b) that his wife would die (c) that his son would return (d) that the monkey's paw would burn (e) that Sergeant Morris would never return. a

10. This story may be classed as a good example of the (a) horror story (b) mystery story (c) a detective story (d) humorous story (e) character story. a

The Bamboo Trap (2)

by Robert S. Lemmon (1895-)

Example

The setting of this story is (a) Africa (b) Egypt (c) Central America (d) West Indies (e) South America. Since the Andes mountains are referred to, the letter "e" is placed in the space at the right. e

1. John Mather, was (a) biologist (b) geologist (c) paleontologist (d) ornithologist (e) chemist. a

2. Mather was making a collection of (a) monkeys (b) snakes (c) lizzards (d) birds (e) insects. d

3. The country which John Mather was forced to travel in was (a) low and boggy (b) dry and arid (c) high and mountainous (d) heavily wooded (e) rough and uneven. c

4. The only company Mather had on his expedition was (a) his mule (b) his packers (c) Pedro (d) himself (e) his pet dog. c

5. He was supposed to bring back specimens of (a) rocks (b) birds (c) spiders (d) locusts (e) ants. c

6. Mather had an accident when he (a) slid down the mountain side (b) fell into a cave (c) sprained his ankle (d) became lost (e) fell from a tree. b

7. To his horrors Mather found he was in a nest of (a) snakes (b) vultures (c) ants (d) spiders (e) hornets. a

8. Finally he found his way out of his trap after spending (a) one night (b) a week (c) three nights (d)

a month (e) two nights. e

9. He was saved by (a) his guide Pedro (b) his compass (c) his dog (d) a rainstorm (e) a landslide. d

10. Mather found he had fallen into (a) bamboo trap (b) an abandoned mine (c) an old cabin (d) a huge tree (e) a big rock pile. a

The Last Pilot Schooner (2)

by Ralph D. Paine

Example

James Wilson was (a) a reporter (b) a printer (c) a clerk (d) a soldier (e) a sailor. Since James Wilson wrote news for The Standard, the letter "a" is placed in the space at the right. a

1. Wilson was excited over his assignment because (a) it was something he knew all about (b) it was new and different (c) it gave him a chance to get more money (d) he was tired of being a reporter (e) he could see a battle at sea. b

2. Wilson was sent on this assignment because (a) he was an outstanding reporter (b) he had worked faithfully (c) he received a note intended for someone else (d) the editor thought he was an experienced man (e) there was no one else available. c

3. When Wilson arrived at Lewes, he (a) got aboard

the Albatross directly (b) kid from the station master (c) avoided the police (d) sought refuge in a hotel (e) sent a telegram. b

4. The men on board the schooner (a) thought he was the real "Doc" Wilson (b) refused to let him aboard (c) made life miserable for him (d) welcomed him just the same (e) suggested he leave by the pilot boat. d

5. There are many nautical terms in this story; one of the following is not a sail (a) main-sheet (b) forestaysail (c) jib (d) maintopsail (e) canvas. a

6. The sailor who befriended Wilson was (a) McCall (b) Peter Haines (c) Seth Markle (d) Eben Tunnell (e) Williams. c

7. A steamer sank the Albatross and Wilson was saved along with the Captain by (a) hanging on to a life preserver (b) floating on a skylight cover (c) holding on to the ships boat (d) floating with the broken mast (e) seizing a line from a passing schooner. b

8. Wilson and the Captain were saved by (a) swimming ashore (b) a brig laden with salt (c) a passing schooner (d) a crew from a life saving station (e) a lobster boat. b

9. Wilson was able to write a great story because (a) he wrote in literary style (b) he read books on the sea (c) he copied "Doc" Wilson's style (d) he heard the old pilot tell the story (e) he used big works and

correct nautical terms. c

10. When Wilson returned (a) "Doc" helped him write his story (b) the editor fired him (c) his story was printed as he had written it (d) he got a job on another paper (e) he was given a better job. c

A Descent into the Malestram (2)

by Edgar Allan Poe (1809-1849)

Example

The scene of this story is (a) Iceland (b) Scandanavia (c) Denmark (d) England (e) France. Since this story takes place off Norway, the letter "b" is placed in the space at the right. b

1. The narrator of this story is (a) standing by the edge of the sea (b) lying on the edge of a precipice by the sea (c) standing on the deck of a vessel (d) peering into the blackness of night (e) lying on his deathbed. b

2. The view upon which they looked was (a) a wide expanse of ocean (b) a narrow, rocky island (c) a rocky coast (d) a thickly forested plain (e) a sandy desert. a

3. While looking out upon the scene they beheld (a) a terrific storm (b) great waves (c) the mouth of a terrific funnel (d) a ship sinking (e) a mighty cataract. b

4. The malestrom is really (a) a mighty storm (b) breakers against the rocks (c) a long tunnell (d) a huge water spout (e) a vortex. e

5. The malestrom is caused by (a) great winds (b) narrow channels (c) rocky islands (d) rain and high winds (e) tides. e

6. The three men made regular trips to the islands of Otterholm and Sandflesen in order to (a) hunt (b) dig clams (c) set lobster traps (d) repair fishing gear (e) catch fish. e

7. The boat was brought into the malestrom by (a) poor seamanship (b) misjudging the tides (c) losing their mast (d) a broken rudder (e) a hurricane. b

8. The seaman was able to stay on the ship because (a) he was in the cabin (b) he grasped the stump of the mast (c) he held on to a ring bolt (d) he tied himself on with a rope (e) his brother held him. c

9. The progress of the ship was (a) up and down (b) around and around (c) over and over (d) absolutely still (e) straight ahead. b

10. The seaman saved himself from the malestrom by (a) clinging to the ring bolt (b) seizing and holding on to a water cask (c) floating with his ship (d) diving overboard (e) swimming with the current. b

The Masque of the Red Death (1)

by Edgar Allan Poe

Example

The Red Death was (a) an evil sting (b) a pestilence (c) a method of torture (d) a costume (e) a dance. Since the Red Death is a pestilence, the letter "b" is placed in the space at the right. b

1. Poe wrote this story as an example of a (a) tale of effect (b) murder mystery (c) character study (d) local color story (e) tale of adventure. a

2. The Red Death was recognized by (a) bleeding at the nose (b) redness of the hands (c) fainting fits (d) scarlet stains upon the body (e) frothing at the mouth. d

3. Prince Prospero defied the Red Death by (a) holding court as usual (b) fleeing to the shelter of the church (c) retiring to one of his castellated abbeys (d) cleansing his whole kingdom (e)summoning learned scientists to help. c

4. Choose the one quotation of the five following which is a typical Poe expression (a) he was a prosaic young man in a blue serge suit (b) a tall burly man, beady of eye (c) a ghastly dynamic exhibit who read Nietzche (d) a tall man with a thin, gloomy face (e) shrouded from head to foot in the habiliments of the

grave. e

5. One of the following words is not typical of Poe's vocabularly? (a) phantasms (b) bizarre (c) ghastly (d) unusual (e) arabesque. d

6. The Prince created seven separate rooms, each one (a) larger than the preceding (b) more weird (c) of a different color (d) unlighted (e) more beautiful than the preceding one. c

7. Poe's imagination shows itself best in (a) his fast-moving story (b) his characters (c) his rapid descriptions (d) his vivid plot (e) his unusual settings. e

8. Poe's unusual knowledge is revealed by one of the following expressions (a) arabesque figures (b) gandy and fantastic appearance (c) brazen lungs of the clock (d) blood was its avatar (e) the blackness of the sable draperies. a

9. Prospero attacks the Red Death and (a) drives him from the palace (b) falls dead (c) faints at the sight (d) finds nothing (e) stabs him with a dagger. b

10. The effect of horror is greater because (a) The Red Death is nameless (b) the guests all die (c) Death comes to the ball (d) Death has scarlet stains upon its brow (e) striking of the clock. a

The White Tiger (1)

by Samuel Scoville, Jr.

Example

This is a story of the people called (a) Teloa (b) Langurs (c) Seladangs (d) Semarangs (e) Samburs. d
Since the Jungle people are called Semarangs, the letter "d" is placed in the space at the right.

1. Teloa was captured by (a) the Sultan of Parak (b) the Pekang Malays (c) Ahmad (d) Tokha (e) Orgoba. b

2. One of the following is a native weapon: (a) Siva (b) Sarong (c) Baobab (d) Barong (e) Pinang. d

3. Nion (a) tried to rescue Telos (b) followed her captors at a distance (c) fled into the jungle (d) excaped by killing the guard (e) was captured with Teloa. a

4. Most of the natives believed the white tiger to be (a) sent by the gods (b) a man in the shape of a tiger (c) a vampire (d) the spirit of Siva (e) the avenger of Teloa. b

5. The white tiger attacked Ahmad's house and (a) all the villagers fought him (b) only Igi and Ahmod remained to fight (c)Teloa killed him with a spear (d) Igi shot him through the heart (e) Ahmad was crushed to death. c

6. Because the tiger skin was sent to the Sultan,

the tribe (a) no longer had to pay tribute (b) was given much land (c) was given protection by the Sultan (d) riches beyond their dreams (e) held a feast in honor of Teloa. a

7. Ahmad purchased Teloa's freedom with (a) the tiger's skin (b) the lucky bone of the tiger (c) gold (d) slaves (e) the tiger's ears. b

8. One of the following is not a jungle plant: (a) hibiscus (b) pinang (c) baobab (d) mangosteens (e) minivets. b

9. When Teloa returned to her village she found (a) her family safe (b) Arjuna was dead (c) Nion had gone to Parak (d) Ahmod waiting for her (e) Nion answering her call. e

10. One of the following is not a bird or animal of Malaya (a) Russell's viper (b) Tarshish (c) trogons (d) seladang (e) sambur. b

Sword Fishing (3)

by Albert W. Tolman

Example

The boys went sword fishing because (a) the dog fish were destroying their catch of hake (b) they were looking for excitement (c) they were in a fishing contest (d) the sword fish were attacking the other fish (e) they

wanted to try out their new tackle. Since the dog fish were destroying their fish, the letter "a" is placed in the space at the right. a

1. Dogfish are (a) of no commercial use (b) liked by all fishermen (c) dangerous to fishermen always plentiful (d) used for fertilizer (e) used for bait. d

2. One of the following terms is not used in fishing (a) pulpit (b) rostrum (c) ganging (d) golf (e) buoy. b

3. The chief difference between a swordfish and a shark while in the water is (a) the swordfish is bigger (b) the shark is black (c) the swordfish leaps as it swims (d) the shark's back fin is shorter and broader (e) the sword fish has only one fin. d

4. When the second swordfish was struck (a) the boys immediately pulled it in (b) sent Percy after it in a dory (c) it got away (d) it died immediately (e) it sank. b

5. Percy was very careless and (a) lost the fish (b) caught his fish pole in some rocks (c) caught his foot in the line (d) jumped overboard (e) missed the fish completely. c

6. Just as Percy was about to pull the fish in (a) it darted off again (b) turned over on its back (c) charged the dory (d) escaped (e) shook the hook out. a

7. When he had caught the fish, Percy (a) towed it by the head (b) hauled it in the dory (c) signaled the Barracouta (d) lost it to sharks (e) hauled it over the stern. a

8. On the way to the Barracouta (a) dogfish attacked the shark (b) sharks attacked the boat (c) sharks attacked Percy while swimming (d) sharks attacked the swordfish (e) Percy caught a shark. d

9. Percy fought the sharks using his (a) fish rod (b) lance (c) feet (d) oar (e) golf. b

10. Percy almost lost the Barracouta in (a) storm (b) hurricane (c) wild chase (d) fog (e) driving rain. d

CHAPTER FIVE

TESTS ON SHORT STORIES OF THEME

EXPLANATION OF CLASSIFICATION

There are certain short stories which although containing plot interest, humor, character and atmosphere, emphasize a particular theme or idea. These are sometimes referred to as stories with a moral. But this term is too narrow. It fails to take into account those stories which serve to broaden thought by stimulating thinking on controversial issues in either the political, social or economic field. Stories of this nature do not always point a particular lesson or moral, but rather serve as a starting place for thinking along the broad lines of political, social and economic issues. A story such as Hawthorne's The Great Stone Face illustrates the typical moral story, but Hamlin Garland's Under the Lion's Paw, without pointing a moral, serves to lead the pupil to further thought on economic problems. As in my previous classifications the stories included in section may have all the other factors present in good short stories, but the emphasis is upon the theme which the author wishes to convey.

Christy Mathewson's Glove (3)

by Merritt Parmelee Allen

Example

As the story opens, the team has had (a) a string of victories (b) a brilliant season (c) a run of hard luck (d) no injuries (e) good luck. Since the team has had nothing but bad luck, the letter "c" is placed in the space at the right. c

1. The coach told the captain that (a) only winners are successes (b) only losers should quit (c) he should resign from the team (d) only winners can lose (e) the team should play to win. d

2. Mr. Wade said that Christy Mathewson would be remembered by his team mates (a) for his great victories (b) for winning a World Series singlehanded (c) for his great pitching (d) for his defeats (e) for his courage. d

3. As a souvenir Christy Mathewson gave Mr. Wade (a) a bat (b) a signed baseball (c) an old glove (d) a catcher's mit (e) his picture. c

4. Cal played on the baseball team as (a) a catcher (b) first baseman (c) pitcher (d) outfielder (e) third baseman. e

5. As the season progressed the team (a) lost more and more games (b) acquired new spirit and skill (c) won half the remaining games (d) lost every game (e) won all

the remaining games. a

6. In the final game of the year (a) Barryton held a lead 4-0 (b) easily defeated Shornwall (c) was behing 7-0 in the third (d) walked off the field (e) won in the ninth inning. c

7. In the last game of the year Cal played (a) brilliant baseball (b) as though it made no difference (c) stupid baseball (d) carelessly (e) for his coaceh. a

8. In the ninth inning the Barryton team was (a) "all done" (b) playing carelessly (c) making many errors (d) fighting as hard as ever (e) slowing down. d

9. When Barryton comes to bat in their half of the ninth, (a) Cal hits safely (b) Croddock strikes out (c) Woodbury flies out (d) Pelly knocks a home run (e) Weatherby strikes out. a

10. The team had acquired real glory by (a) defeating Shornwall (b) being triumphant in defeat (c) going into the championship playoff (d) playing a winning game (e) having its players named for the all-scholastic team. b

A Matter of Proper Spirit (3)

by William Heyliger

Example

The Owl was (a) a great athlete (b) a non-athlete (c) a fair baseball player (d) a hopeless cripple

(e) an outstanding cheerleader. Since the Owl was merely a non-athletic student, the letter "b" should be placed in the space at the right. b

1. Oliver Morse received his idea of proper spirit from (a) a naturalization ceremony (b) his fellow students (c) the coach (d) the rooters (e) the principal. a

2. Oliver refused to help Martin because (a) he wouldn't pay him (b) Martin was too stupid (c) Martin was a bully (d) Martin lacked the proper spirit (e) Martin and he were rivals. d

3. Because of his poor marks (a) Martin was made to study (b) the school gave his a special examination (c) he dropped baseball to study (d) his teammates helped him (e) he was dropped from athletics. e

4. In the final game of the year (a) Martin hit a home run (b) Martin was made elegible (c) Oliver played third base (d) Oliver acted as team mascot (e) Northfield lost by one run. d

5. Oliver felt that Martin had done wrong because (a) he refused to study (b) he couldn't learn French (c) he wanted a passing rank only to play baseball (d) he was a traitor to the team (e) he refused to keep in training. c

6. Mr. Jenning decided to ask Oliver (a) to come out for baseball (b) to be a cheerleader (c) to tutor

Martin (d) to stay away from practice (e) to scout the opposing team. c

7. With Martin off the team (a) the team dropped its next game (b) lost four in a row (c) won just the same (d) played well but lost (e) had all its old spirit. a

8. One of the following is not a baseball term (a) bunt (b) double (c) A. B. (d) P. O. (e) punt. e

9. The faculty gave Martin (a) a second examination (b) no chance at all (c) a special tutor (d) one month to raise his ranks (e) a severe lecture. d

10. The student body (a) never learned the truth about Oliver (b) forgave Oliver when they knew the truth (c) punished him for the entire season (d) asked him to stay away from practice (e) put him off the bench. b

The Final Round (3)

by Ralph Connor

Example

The leading character in this story is (a) Archie Munro (b) Hec Ross (c) Hughie Murray (d) Little Farguhar (e) John Craven. Since Hughie is the leading character, the letter "c" is placed in the space at the right. c

1. Hughie was handicapped by (a) a mild temper (b) an injured leg (c) an inexperienced team (d) a tempestuous

temper (e) lack of practice. d

2. The signal that the opposing team was coming was (a) a pistol shot (b) a roll on the drum (c) a sound of bagpipes (d) a whistle (e) a trumpet call. c

3. Hughie found out it was hard (a) to keep from fighting (b) to win (c) get hit on the shins (d) to keep his team in control (e) to keep going for an hour. a

4. One feature that made this game unusual to modern school competition was (a) the absence of cheering sections (b) the tendency to fight (c) that the teachers played on the team (d) the competition was harder (e) there was no umpire.

5. The Front team scored first by (a) amart play (b) speed (c) fouling (d) trickery (e) strong offense. a

6. In addition to having eight men on a side, shinny differs from hockey in that (a) it is rougher (b) the play is faster (c) there is no blue line (d) there are two goalies (e) there is no body checking. c

7. Twentieth adopted the strategy of (a) passing to Hughie (b) making long shots (c) working on defense (d) having Hughie stay close to Dan (e) knocking the fall offside. d

8. The first score by Twentieth was made by (a) Hughie (b) the master (c) Duncan (d) Fusie (e) Red. b

9. When Craven had the ball, Front (a) body

checked (b) intercepted (c) formed a defense in front ot the goal (d) stole the ball from him (e) sent five forwards down the ice. c

10. At the conclusion of the game (a) Hughie said it was worth a leg (b) Twentieth lost by one point (c) the score was tied (d) Craven said that Hughie lost the game (e) both teams started to fight. a

Where Love is, There God is Also (4)

by Leo Tolstoy (1828-1910)

Example

The leading character of this story is (a) Stepanuitch (b) Batyushka (c) Avdyeitch (d) Vanka (e) Zhukov. Since the leading character is Avdyeitch, the letter "c" is placed in the space at the right. c

1. As Martuin started from his sleep, he seemed to hear a voice say (a) "Behold, I am with you always." (b) "I am coming." (c) "Awake!" (d) "Be not afraid." (e) "Help the poor and needy." b

2. Avdyeitch recognized people by (a) their hats (b) their dress (c) their faces (d) their size (e) their shoes. e

3. The first act of kindness which Martuin performed was to (a) give a poor woman some food (b) give a poor woman some clothes (c) give the soldiers some tea (d) warn a

little child (e) give Stepanuitch some tea. e

4. Avdyeitch was different from the average Russian because (a) he could read (b) he had rich clothes (c) he worked hard (d) he spoke many languages (e) he was a Christian. a

5. Avdyeitch expected Christ to come because (a) Christ visited the simple people (b) he was good (c) he ehlped the poor (d) he read the Bible (e) he had a dream. e

6. When Avdyeitch saw the poor woman and child suffering, he (a) drove them away (b) brought food to them (c) called the police (d) invited them in (e) prayed for them. d

7. The woman was the wife of (a) a soldier (b) an innkeeper (c) a merchant (d) a vagrant (e) a peasant. a

8. As Avdyeitch looked out of his window, he noticed (a) a boy stealing an apple (b) an old woman selling apples (c) a woman picking up chips (d) the snow had stopped (e) the police arresting a child. a

9. Avdyeitch was able to get the old woman (a) to drink some tea (b) to forgive (c) some warm clothing (d) a place to sleep (e) a new bag of apples. b

10. At the end of the day Avdyeitch realized that Christ (a) was not coming (b) would come the next day (c) had already been there (d) had passed his way un-

recognized (e) would not visit a sinner such as he. c

A Man-Made Mutiny (2)

by Thomson Burtis

Example

Hilary Mann was a student at (a) Annapolis (b) Virginia Military Institute (c) West Point (d) Culver (e) New York Military Academy. Since the story takes place at West Point, the letter "c" is placed in the space at the right. c

1. Hilary was on guard duty because (a) it was his turn of duty (b) he was being punished (c) his company was assigned duty (d) danger threatened (e) he was especially honored. b

2. While on guard duty the men were not supposed to (a) run (b) carry loaded guns (c) talk (d) eat (e) smoke. c

3. Hilary called the corporal of the guard (a) to be relieved of duty (b) to request food (c) to request raincoats (d) to request relief (e) to ask what time it was. c

4. Captain Grange refused the request because (a) it wasn't time (b) he wanted to punish the men (c) it was too late (d) guard duty was almost over (e) it wasn't necessary. e

5. As a punishment to Captain Grange, the men decided to (a) refuse to obey orders (b) desert (c) insult him (d) put him in coventry (e) report him to the commandant. d

6. When Captain Grange appeared in the dining hall (a) stony silence greeted him (b) everyone talked (c) Hilary and Baldy started a fight (d) everyone refused to salute (e) no one ate. a

7. Baldy made Hilary realize that (a) he hadn't acted like a man (b) the captain was wrong (c) they should mutiny (d) the regulations were too wevere (e) he should resign from the army. a

8. Hilary asked for an interview with Captain Grange in order to (a) make him apologize (b) resign from the academy (c) explain his mutiny (d) receive a raise in rank (e) demand an explanation. b

9. Captain Grange punished the cadets by (a) refusing to let them eat (b) lecturing them (c) expelling the leaders from school (d) giving extra guard duty (e) demoting them. a

10. When the Corps reported for breakfast, the cadets (a) gave Captain Grange the Academy cheer (b) greeted him with stony silence (c) refused to eat (d) called him names (e) banged on the tables. a

The Wind Fighters (1)

by Keene Abbott

Example

Wind Fighters is a story of (a) planes (b) pilots (c) fire fighters (d) ships (e) farmers. Since this is a story of farm life, the letter "e" is placed in the space at the right. e

1. Nora and Jim raised (a) wheat (b) corn (c) cotton (d) sugar cane (e) hay. b

2. Jim cut down the maple and the elm because (a) they needed wood (b) they shoded the house (c) they would not grow (d) the wind might blow them down (e) the branches had broken off. c

3. Jim bought a piano (a) because no other farmer owned one (b) to give dances for the neighborhood (c) to please his wife (d) to help keep up their courage (e) because they found a bargain. d

4. Jim and Nora stopped the people from leaving their farms by (a) argument (b) force (c) music (d) courage (e) persuasion. c

5. The playing of Dixie gave Con Lewis courage because (a) it was lively (b) Con was a confederate veteran (c) it is a pretty tune (d) it reminded Lewis of his home in the South (e) everybody liked it. b

6. One of these phrases describes the effect of

the wind (a) a swooning cornfield (b) dust whirls (c) vaporous streak (d) viewless fire (e) sibilance of the pale green lake. d

7. The coming of the storm (a) took away all their courage (b) caused them to rejoice and stay (c) destroyed the corn crop (d) caused a flood (e) saved the elm and maple trees. b

8. One of the following showed the great sadness in the lines of Jim and Nora (a) their babies had died (b) they had no money to pay the storekeeper (c) Nora's fingers were stiff and useless (d) Jim had lost several crops (e) the wind storm destroyed the farm. a

9. The expression "The corn is firing" means (a) the corn is on fire (b) the corn is popping (c) the corn is growing (d) the corn is withering (e) the corn has been planted. d

10. One of the following words does not belong with the others: (a) rasping (b) rustling (c) crispening (d) sibilance (e) puffing. c

Under the Lion's Paw (1)

by Hamlin Garland (1860-1940)

Example

The schooner referred to in the story is (a) a large sailing vessel (b) an open hay wagon (c) a large glass for drinking (d) a canvas-covered wagon (e) a small d

square rigged vessel. Since the schooner referred to is the covered wagon, the letter "d" is placed in the space at the right.

1. As the story opens, Stephen Council is (a) harnessing his horses (b) finishing his chores (c) ploughing his land (d) eating supper (e) painting the barn. c

2. The Haskins were returning from (a) California (b) Indiana (c) Iowa (d) North Dakota (e) Kansas.- e

3. The Haskins were unable to amke their farm pay and were returning east because of (a) poor crops (b) poor land (c) lack of money (d) grasshopper invasion (e) drought. d

4. Land in Iowa was (a) all sold (b) too expensive (c) too dry (d) too wet (e) all mortgaged. e

5. Jim Butler agreed to rent his farm for (a) ten percent of the purchase price (b) on shares (c) for two hundred dollars a year (d) for the use of Haskins' labor (e) for free ploughing. a

6. Haskins took the farm on a three year agreement with the right to (a) give it up (b) sell (c) cut the rent in half (d) buy at the end of three years (e) sell all equipment. d

7. The Haskins family worked very hard for three years because (a) they wanted wealth (b) there is no

despair so deep as the despair of a homeless man or woman (c) they loved hard work (d) they wanted to repay Steve Council (e) they had never owned land before. b

8. At the end of three years Haskins found that Butler (a) was willing to sell at the original price (b) had tripled the price (c) had doubled the price (d) was willing to continue renting as usual (e) refused to sell at any price. c

9. The Lion's Paw was (a) the power of money (b) the drought that gripped the land (c) the mortgage he was forced to take (d) the rent he was forced to pay (e) the hard work he put in. a

10. Haskins did not kill Butler because (a) he was afraid (b) of his little girl (c) Council stopped him (d) Butler ran away (e) the police stopped him. b

Sleet Storm (1)

by Louise Lambertson

Example

This story is an account of a trip by (a) train (b) bus (c) plane (d) horse (e) subway. Since the story b is about a bus trip, the letter "b" is placed in the space at the right.

1. One of the following was not a traveler on the bus (a) a flippant girl (b) a stout matron (c) a stout

jolly man (d) a fat traveling salesman (e) a middle aged individual. e

2. The bus was traveling from (a) the city to the country (b) from the country to the city (c) from one town to another (d) from one city to another city (e) from one part of the city to another. d

3. The bus driver was (a) one of the regular drivers (b) a special driver (c) an expert hired for the trip (d) inexperienced (e) not used to stormy weather. a

4. The trip was made especially dangerous because of (a) the fog (b) the short hills (c) the narrow road (d) the gravel surface (e) the heavy snow. a

5. The accident to the bus was caused by (a) collision with a parked car (b) a flat tire (c) a broken steering post (d) failure of brakes (e) a skid. e

6. The bus failed to go over the edge to the river because (a) of quick thinking (b) of good brakes (c) of its weight (d) of a flat tire (e) of the guard post. d

7. The teacher was irritated because he would be late (a) for his lecture (b) for his class (c) for his train (d) for an appointment (e) for his dinner. a

8. The only one to help the driver change his tire was (a) the salesman (b) the little man in the brown coat (c) the teacher (d) the white haired woman (e) the old man in blue. b

9. At the end of the trip the bus driver realized that (a) most people didn't need to travel (b) he was a modern messenger of Destiny (c) the bus must go through (d) people are very selfish (e) he should have refused to travel that night. b

10. One of the following quoted phrases is not picturesque: (a) community of fear (b) brink of eternity (c) overtone of emergency (d) distorted rainbows (e) wet windshield. e

Now There is Peace (1)

by Richard Sherman (1906-)

Example

Since there is no action in this story the author creates interest by (a) humor (b) local color (c) character (d) plot (e) atmosphere. Since a very definite atmosphere is created, the letter "e" is placed in the space at the right. e

1. The leading character in this story (a) had been killed in a football game (b) had just won the highest athletic award (c) is the leader of his school (d) loved athletics of all kinds (e) is the senior counselor. a

2. Mr. Bentham has planned (a) to erect a monument to his son (b) to find out who caused his death (c) to write a book about him (d) make a great athlete of him (e) deliver his enlogy. c

3. The Benthams invited Edward to visit in order to (a) discover Arthur's murderer (b) get the viewpoint of a new boy (c) talk with an old friend of Arthur's (d) find out what caused Arthur's death (e) find out why Arthur had been so popular. b

4. One of the following expresses the main point of this story: (a) Always be a leader (b) this book will be a guide to adolescence (c) The Record of a Happy Boyhood (d) symbolic of the best in boyhood (e) let you be what you are. e

5. One of the following phrases is not in keeping with the atmosphere of the story. (a) long, book-lined room (b) magenta-draped windows (c) bright rays of sunlight (d) a shadowy corner (e) silence in the room. c

6. Mr. Bentham wanted his son to be (a) a leader (b) a great athlete (c) an outstanding student (d) a social worker (e) an idealist. a

7. The tone Mr. Bentham used to his wife was (a) gay and carefree (b) cold and sullen (c) commanding and domineering (d) brutal and sarcastic (e) cheerful and warm. b

8. Outside (a) the rain was pouring down (b) the sky was cloudy (c) a blizzard raged (d) the sun was shining (e) the snow was falling. e

9. Arthur was a boy physically (a) powerful (b)

of slight build (c) tall and rangy (d) heavy set (e) small and weak. b

10. Arthur told Edward (a) to leave him alone (b) to see him when homewick (c) to be a leader (d) to go out for athletics (e) to write to his father. b

CHAPTER SIX

TESTS ON STORIES OF CHARACTER

EXPLANATION OF CLASSIFICATION

Great characters of history and fiction live with us and become a part of our lives. Those characters, real and imaginary become so much a part of our tradition that it is sometimes difficult to tell which is the real and which the fictional. The following group of short stories are centered about great characters from Daniel Boone, the indomitable frontiersman, to Mrs. Penn, the fearless New England housewife. One is a character of fiction and the other a part of our national heritage, yet both will live as part of the American scene. These stories grouped below all center about a character, and the center of interest is focussed upon him.

<u>Directions for taking these tests.</u>--Each of the following questions may be correctly answered by only one of the five answers listed below. Place the letter of the correct answer in the space at the right.

In The Dark Land (2)

by John Buchan

Example

The Dark Land is (a) Norway (b) darkest Africa (c) the deep South (d) Kentucky (e) the far West. Since this is a story of pioneer days in Kentucky, the letter "d" is placed in the space at the right. d

1. The leading figure of this story is (a) Finley (b) Salling (c) Jim Lovelle (d) Squire Boone (e) Daniel Boone. e

2. As the story opens the men are worried because (a) they have no ammunition (b) they fear the Indians (c) Jim Lovelle has disappeared (d) Howard and Salling have gone (e) Winter has come on. c

3. Jim Lovelle's daughter had married (a) Neely (b) Abe Hanks (c) Daniel Boone (d) Jim Early (e) Palmer. b

4. One of Jim Lovelle's oddities was that (a) he loved the hunt (b) was first to explore the West (c) was always searching for something (d) was a friend of the Indians. c

5. Lovelle had remarkable ideas (a) he knew we needed to conquer the Indians (b) he was well educated (c) he realized we would need to separate from England (d) he knew law (e) he could trail Indians. c

6. Daniel Boone set out to trail Jim Lovelle and found his trail by (a) noticing a gunshot by the oaks (b) a burned out fire (c) hearing the Indians talking (d) smelling smoke (e) talking with another hunter. a

7. Boone and Lovelle escaped from Indians once by (a) killing them (b) stealing their horses (c) running faster (d) disguising themselves (e) making friends with them. e

8. Jim's girl Polly was different from other girls because (a) she was pretty (b) she was a good hunter (c) she kept a fine house (d) she was better educated (e) she wore fine clothes. d

9. When Boone found Lovelle he (a) was too late to save him (b) ambushed (c) captured himself (d) shot from ambush (e) attacked the Indians and saved his friend. a

10. The Indians (a) shot Lovelle (b) let him go (c) burned him at the stake (d) took him with them (e) tied him to a tree. c

Markheim (2)

by Robert Louis Stevenson

Example

The curio dealer suspects Markheim of being a (a) thief (b) murderer (c) counterfeiter (d) foger (e)

escaped criminal. Since he believes Markheim has stolen a a curio from his uncle, the letter "a" is placed in the space at the right.

1. Markheim's excuse for entering the shop on Christmas Day was to (a) sell some valuables (b) pawn his watch (c) purchase a Christmas present (d) look at some curios (e) sell some books. c

2. As a gift the dealer suggested (a) a hand mirror (b) a book (c) a drinking glass (d) a ring (e) a pendant. a

3. When the curio dealer stooped and arose, Markheim (a) shot him (b) clubbed him (c) stabbed him (d) tripped him (e) strangled him. c

4. Four of the following phrases are from Stevenson; one is not. (a) struggled like a hen (b) long skewerlike dagger (c) like so much sawdust (d) beleaguerd by moving shadows (e) a sheer unobstructed precipice. e

5. Markheim's imagination made him see (a) his victim's wife (b) his own mother (c) the soldiers (d) the gallows (e) the judge. d

6. Markheim was greatly startled to hear (a) the police knocking (b) the maid returning (c) his victim breathing (d) a neighbor knocking (e) a bell ring. d

7. The dead man on the floor reminded him of (a) his father (b) a memory of childhood (c) the police

(d) his terrible crime (e) the money in the shop. b

8. He took the dead man's keys and (a) opened the safe (b) unlocked the closet door (c) went down stairs to look for money (d) tried to fit the lock (e) opened the back door. c

9. Markheim's visitor was (a) his conscience (b) the maid (c) the devil (d) the police (e) a friend. a

10. This story is a study of (a) actions of a murderer (b) good and evil (c) the feelings of a murdered man (d) the mind of a murderer (e) how to commit murder. d

Peter Ronco (2)

by Charles Boardman Hawes

Example

Peter Ronco played (a) the organ (b) violin (c) flute (d) harmonico (e) trumpet. Since he was a fiddler, the letter "b" is placed in the space at the right. b

1. Peter had a reputation for being (a) good with the cross-cut saw (b) an expert cook (c) clever with an axe (d) a fine dancer (e) loved by all. d

2. Peter challenged the stranger to (a) a tree felling contest (b) a singing contest (c) a wrestling match (d) a boxing match (e) a fiddling contest. e

3. The stranger's instrument (a) was broken

(b) was not well tuned (c) did not need tuning (d) was very new (e) was of a type never seen before. c

4. Peter was a (a) miner (b) farmer (c) sailor (d) lumberman (e) actor. d

5. The stranger told Peter that he (a) was a thief (b) had dared what few dare (c) had robbed and murdered (d) had gone where few would dare to go (e) had seen sights none else had seen. b

6. One of the following terms does not belong in the group: (a) pike pole (b) cant dog (c) drive (d) barn (e) boom. d

7. When the men fell into the icy waters and were dragged out, Peter (a) gave them whisky (b) went to town for a doctor (c) went back for whisky (d) carried them to town (e) gave them blankets. c

8. The names Moosehead, Katahdin and Allegash occur in the story indicate that the story takes place in (a) Maine (b) Oregon (c) Canada (d) New Hampshire (e) Washington. a

9. Peter secured the whisky from (a) the store (b) the little dark man (c) the other drivers (d) a jug under a tree (e) a friend. b

10. Peter ended his life by (a) falling from a tree (b) freezing to death (c) cutting himself with an axe (d) shooting himself (e) plunging into the gorge on a log. e

The Capture of Julius Caesar by Pirates (2)

by Henry Gilbert

Example

The pirates are hiding (a) at Crete (b) at Ephesus (c) at Miletus (d) in a creek off Samos (e) in a creek off Pharmacusa. Since the pirates were hiding in a rocky creek of the island of Pharmacusa, the letter "e" is placed in the space at the right. e

1. The pirates were planning to attack (a) rich merchantmen on the Mediterranean (b) the Temple of Venus (c) the city of Miletus (d) the walls of troy (e) the ships of the Greeks. a

2. Caesar is on his way to (a) Rome (b) Olympus (c) Samos (d) Rhodes (e) Bithynia. d

3. Caesar is unafraid of his captors because (a) he had a secret army (b) he was wealthy (c) he was of superior mind and will (d) he was well armed (e) he knew they meant no harm. c

4. One of the following expressions does not belong in the group (a) talent (b) galley (c) tunic (d) trousers (e) toga. d

5. Caesar inspired awe in the pirates because (a) he was a mighty ruler (b) he was of royal blood (c) he was of commanding will (d) he was wealthy (e) he had a friend among the pirates. c

6. The pirates were superstitious but yet they dared to (a) attack merchants (b) seize Caesar (c) attack the temples of the gods (d) sink galleys (e) sell slaves. c

7. The governor of Miletus did not want to punish the pirates because (a) he was in league with them (b) he was paying ransom (c) he feared the pirates (d) he hated Caesar (e) he had no soldiers. b

8. Caesar promised the pirates that when he was freed he would (a) send them aid (b) leave them alone (c) go to Rome (d) become a senator (e) crucify them. e

9. One of the following was not a pirate (a) Spartaco (b) Mico (c) Syrus (d) Storax (e) Valerius. e

10. One of the following was not a Roman god. (a) Venus (b) Hercules (c)Zeus (d) Mithrax (e) Neptune. d

The Luck of Capoulade (2)

by Rafael Sabatini

Example

This is a story of (a) the French Revolution (b) the time of Louis XIV (c) the wars of Napoleon (d) the French and Indian War (e) the time of Richelieu. a Since this is a story of the French Revolution, the letter "a" is placed in the space at the right.

1. Capoulade had earned his living by being (a) a royalist (b) a loyal patriot (c) an honest tradesman (d)

a liar and scoundrel (e) an honest servant. d

2. While in the sack of the Tuileries he (a) lost his fine loot to the patriots (b) escaped with much booty (c) saved the life of a nobleman (d) led the patriots to safety.(e) a

3. Capoulade was befriended by (a) Melanie (b) Quetineau (c) Carrère (d) Guiguard (e) Charette. d

4. Secretly Gurgnard was (a) a royalist (b) a sansculotte (c) Jacobin (d) patriot (e) republican. a

5. It was Capoulilade's ambition to (a) be a royalist (b) marry Melaine (c) capture La Vende'e (d) save Guignard's life (e) betray the republicans. b

6. Guignard caused the republicans to (a) fall in ambush (b) conquer LaVendée (c) defeats General Quetineau (d) capture the King (e) lose their treasure. a

7. Capoulade betrayed the mayor because (a) he was a loyal citizen (b) he wanted the mayor's money (c) he was afraid of the guillotine (d) he was secretly married to his daughter (e) he was afraid of capture. b

8. The money Capoulade stole was really (a) genuine (b) false (c) the republican army money (d) the king's ransom (e) his oron. b

9. Capoulade requested the privilege of burying the mayor's body because (a) he loved him (b) respect for his daughter (c) the money in the coat lining (d) the fine

clothes the mayor wore (e) he wanted to give him a decent funeral. c

10. The misfortune which befell Capoulade was due to (a) accident (b) his lies (c) his ill luck (d) his patriotism (e) his loyalty. b

The Lame Duck (3)

by Thomas Curry

Example

This is a story of a boy who was (a) a swimming champ (b) lame (c) blind in one eye (d) a great diver (e) an average athlete. Since David Haines was lame, the letter "b" is placed in the space at the right. b

1. Haines avoided the other student because (a) he was a poor student (b) he had no money (c) he was ashamed of his injury (d) he wanted to study (e) he was earning his way through college. c

2. Miller became Haines' friend by (a) teaching him to swim (b) tutoring him (c) lending him money (d) loaning him his car (e) asking help in his studies. a

3. In the very first meet of the year David (a) won first place (b) was only a substitute (c) won his letter (d) won the diving event (e) came in third. e

4. When David practiced with the team, (a) his mates called him limpety (b) the lame duck (c) ignored him (d) treated him like one of them (e) were very

gentle and kind. d

5. Miller was able to teach David (a) the breast stroke (b) the crawl (c) the back stroke (d) the swan dive (e) the side stroke. b

6. David found out that the orders to pass the swimming test was (a) a frameup (b) official instructions (c) the coach's instructions (d) an accident (e) a mistake. a

7. On the meet against Princeton David competed in (a) 50 yard dash (b) one mile swim (c) high dive (d) 220 yd. dash (e) fancy diving. d

8. David was man enough to (a) thank Dr. James (b) keep practicing (c) win first place (d) help Miller with his German (e) beat his teammates. a

9. David was able to become a swimmer (a) with no practice (b) with only a little practice (c) by constant practice (d) by learning a few directions (e) by reading about it. c

10. When Dr. James told Haines to pass the swimming test, (a) he didn't know Haines was lame (b) he didn't care about Haine's injury (c) he thought Haines would be a champion (d) he had been urged to do so by Miller (e) he planned to use him on the team. d

Vanka (4)

by Anton Chekhov (1860-1904)

Example

Vanka worked as (a) a jeweler's helper (b) an errand boy (c) a shoemaker's apprentice (d) a carpenter's apprentice (e) a clerk. Since Vanka was a shoemaker's apprentice, the letter "c" is placed in the space at the right. c

1. The story opens on (a) Christmas Eve (b) New Years' Eve (c) All Saints Eve (d) The Eve of St. Agnes (e) Thanksgiving Eve. a

2. Vanka complains that (a) he has not enough to eat (b) he has no fine clothes (c) he has no where to sleep (d) he has to steal money (e) he has to clean chickens. a

3. He is writing a letter to his (a) father (b) mother (c) uncle (d) grandfather (e) brother. d

4. In his letter he says that he would run away but (a) he does not know the way (b) he is afraid (c) he has no money (d) he has no shoes (e) he is locked in each night. d

5. Only one of the following terms is used by both Russian and Americans (a) rubles (b) dollars (c) vodka (d) herring (e) ikon. d

6. Vanka remembered the happy days at the home of

Konstantin Makarych when (a) he went skating (b) went after the Christmas tree (c) opened their presents (d) built a big fire (e) roasted chestnuts. b

7. When he had completed the letter, he wrote (a) his grandfather's name on it (b) the village to which it was to go (c) Moscow (d) St. Petersburg (e) his uncle's name and address. a

8. When he went to sleep, he dreamed of (a) a Christmas tree (b) Santa Claus (c) the post office (d) the cruel employer (e) a stove. e

9. Vanka's mother was (a) Ignatyevna (b) Pelagueya (c) Aliona (d) Yegor (e) Olga. b

10. Vanka remembered Konstantin Makarych as (a) cruel (b) jolly (c) severe (d) hardworking (e) lazy. b

Gulliver the Great (2)

by Walter A. Dyer

Example

Enderby's great interest was dogs, yet as a youth (a) he had been by one (b) he never saw one (c) he had killed one (d) he was deathly afraid of them (e) dogs liked him. Since he was formerly afraid of dogs, d the letter "d" is placed in the space at the right.

1. Enderby was forced to travel from the Philippines to (a) Madagascar (b) Dutch Guiana (c) China (d) Manila (e) Honolulu. e

2. On board the boat was Gulliver, (a) a wolfhound (b) great Dane (c) Vohl's Vulcan (d) Saint Bernard (e) Wurtemburg. b

3. When the Old Squaw had been at sea a short time, she (a) struck a rock (b) capsized (c) caught fire (d) sprung a leak (e) collided with another boat. c

4. Enderby saved his life by (a) holding on to the dog (b) climbing on board a life raft (c) escaping in a life boat (d) swimming for shore (e) signaling a passing vessel. b

5. The only companion Enderby had on board the raft was (a) the Captain (b) Gulliver (c) the mate (d) the ship's parrot (e) Nubbins. b

6. While on board the raft Enderby had (a) plenty of food (b) a few biscuits and water (c) a few sandwiches (d) no water (e) no food. b

7. Before the trip was over, Enderby and the dog became (a) eternal enemies (b) used to each other (c) good friends (d) afraid of each other (e) frightened of the ocean. c

8. A steamer would have passed them had not (a) Enderby shot off rockets (b) Gulliver barked (c) the captain fired his revolver (d) Enderby called out (e) the steamer's crew sighted them. b

9. For a distress signal Enderby used (a) an old

piece of canvas (b) his pants (c) his shirt (d) his coat (e) rockets. d

10. As the story ends, the reader knows (a) Gulliver is dead (b) Gulliver is waiting at home (c) Nubbins is Gulliver's son (d) Gulliver won a prize at the dog show (e) Enderby was given a medal for saving the captain's life. a

The Revolt of Mother (1)

by Mary Wilkins Freeman (1862-1930)

Example

Adoniram kept his wife in submission by (a) cruelty (b) threats (c) silence (d) prayers (e) neglect. c Since Adoniram refused to answer Sarak's questions, the letter "c" is placed in the space at the right.

1. Adoniram was digging a cellar hole for a (a) new barn (b) poultry house (c) garage (d) shed (e) carriage house. a

2. One of the following statements is particularly true of small town life (a) Every builder builds somewhat for unknown purposes. (b) There was a clear green glow in the sky. (c) She was a masterly keeper of her box of a house. (d) Nobility of character manifests itself at loop-holes. (e) Any deviation from the ordinary course of life in this quiet town was enough to stop all progress in it. e

3. Mother's revolt was prompted by (a) Adoniram's trip to Vermont (b) Nanny's approaching marriage (c) impatience with Adoniram (d) the severe winter approaching (e) the need for more room. b

4. One of the following expressions is not typical New England farm speech (a) git along (b) we was married forty year ago (c) Be you goin' to buy more cows? (d) Howdy folks! (e) There ain't no use talkin', Mr. Hersey. d

5. Among the people who came to talk to Sarah was (a) the minister (b) Hiram's brother (c) the doctor (d) the postmaster (e) Sarah's cousin. a

6. When Adoniram came home, he (a) was very angry (b) forced the family to move (c) refused to allow Nanny to marry (d) wept (e) was very happy. d

7. This story is told with a large amount of (a) description (b) conversation (c) exposition (d) character study (e) explanation. b

8. The climax of the story comes with (a) the digging of the new cellar hole (b) Adoniram's return home (c)moving into the new barn (d) the neighbor's gossip (e) moving the animals into the house. b

9. The letter from Hiram came as a (a) coincidence (b) result of Sarah's request (c) result of Hiram's desire to help (d) because he needed Adoniram's help (e) part of Adoniram's plans to buy a new cow. a

10. Adoniram's treatment of Sarah was (a) unusual (b) typical of New England farmers (c) intentional cruelty (d) a means of revenge (e) a part of his mean character. b

The Milk Pitcher (1)

by Howard Brubaker (1882-)

Example

The pitcher referred to in the story concerned (a) cream (b) milk (c) baseball (d) syrup (e) water. Since the story concerns a baseball player, the letter "c" is placed in the space at the right. c

1. When Mr. Huckley saw Phil pitch, (a) Phil had never pitched before (b) he had never seen as baseball (c) he showed good control (d) he struck out the entire opposing team (e) he was battled out of the box. c

2. As a child Phil (a) loved to throw things (b) was afraid of cows (c) cried easily (d) was right handed (e) had a pet pig. a

3. Phil was exceptionally shy except when (a) in school (b) with the boys (c) when with the boys (d) when singing in the glee club (e) when playing baseball. e

4. Phil could (a) sing beautifully (b) give the boundaries of Baluchistan (c) lift Dolly's new calf with one hand (d) play football like an all-American (e) speak

well in public. c

5. At college Phil made the mistake of (a) striking out the entire first team (b) striking out the coach (c) trying out for the glee club (d) bringing his cow Dolly to school (e) failing a chemistry examination. b

6. The nickname "Milk Pitcher" was given to Phil by (a) his classmates (b) the sophomores (c) the town newspaper (d) the college comic paper (e) the varsity coach. d

7. Phil was encouraged to become a pitcher by (a) Professor Wetherby (b) Hardboiled Donnigan (c) Mr. Huckley (d) Captain Risler (e) Samboy. c

8. When Phil pitched his first varsity game he saved the game by (a) his superb pitchery (b) hitting a home run (c) his determination to win (d) his sense of honor (e) by his sense of humor. e

9. Just as Phil won the Sparta-Athens game he (a) learned Dolly was out of danger (b) was given a big league contract (c) was congratulated by Hardboiled Donnigan (d) elected Captain of the team (e) was put in charge of the dairy business. a

10. Besides baseball Phil's chief love was (a) singing (b) cows (c) dancing (d) football (e) studying. b

CHAPTER SEVEN

SHORT STORY UNIT

FOR

GRADE TEN

(Time allotment--nine--ten periods)

Preliminary Explanation

The unit which follows is one which was completed and used prior to the completion of the foregoing tests. The plan is to use the tests in conjunction with this unit as well as adding to the unit itself as the need arises. The bibliography appearing at the end of this paper will serve as a basic one to be added to as new and suitable stories are found. There still remains the problem of constructing an objective test covering the general learning products of all the stories, a test so generalized as to be fair to all students regardless of the number of stories read. The construction of this test will have to wait until the tests in this paper have been used, and until the validity of the expected learning products have been tested.

GENERAL STATEMENT

The short story is a form of literary composition devel-

oped from the tale of medaeval times. It was developed in its present form by the Americans, Edgar Allan Poe and O. Henry, and by the Frenchman, Guys DeManpassant. This type of writing has today been so refined and specialized that modern stories fall within certain definite groups; namely, stories of theme or social purpose, stories of atmosphere, stories of humor, stories of plot, stories of character, and stories of local color. While one story may contain some or even all of the above characteristics, there is always one element which stands out above the others thus enabling one to characterize the story. The true short story has three unities: incident, character and place.

DELIMITATION

1. Short stories are built around a single incident, character or place.
2. Short stories may be classified into six major divisions: plot, atmosphere, local color, character, humor, and theme.
3. The divisions listed above may be sub-divided into romantic, realistic, stories of horror, insight or adventure.
4. The origin of the short story form is largely and American and French contribution.
5. Definite patterns may be noted in the construction of the short story: the flashback, stream of consciousness, contrasting personalities, dialogue, monologue, etc.

INDIRECT AND INCIDENTAL LEARNING PRODUCTS

1. Good writing expresses old ideas in new and original form.
2. Wide reading tends to increase the vocabulary.
3. Reading short stories gives one a sympathy and understanding of many kinds of life.

ACTIVITIES

A Introductory Activities

1. Discussion of story telling. Have students recall stories they have read. Perhaps some will be able to re-tell one. Point out the fact that mankind has always enjoyed story telling. Mention the stories of Homer, the Arthurian Cycle, the stories of Roland, the Canterbury Tales, Bocaccio, etc. Stimulate the interest of the class in stories and story telling. Try to classify stories. Lead to a rough classification such as adventure--love--humor, etc.
2. Read to the class a story to hold their interest, being guided by a knowledge of class interest, stories such as The Gift of the Magi by O. Henry--A Retrieved Reformation, O. Henry, Markheim, Stevenson, The Most Dangerous Game by Richard Connell, My Double and How He Undid Me, Edward Everett Hale. Try to classify the story read. Suggest general classifications such as humor, plot, character, atmosphere, local color and theme.
3. Announce a story-telling day. Have students come to class prepared to tell their favorite stories. Discuss the stories; note the use of the single incident in their development.

B Suggested Core Experiences

1. a. Within the next week read as many stories from the collection in the class library as possible.

   b. Fill out the following chart:

Title	Author	Time Required To Read	Ease of Reading	Interest	Recommendation

   c. State in a single sentence the one incident about which each story was built.

   d. Name the single character or set of characters concerned in the story.

   e. Name the location where the story took place.

   f. Take a test on each story read and record the rank as part of this activity.

2. Compare or contrast one of the stories selected from your classroom library with a short story from your regular magazine reading. Use the following points to guide you: characters, real or unreal; vocabulary; originality of expression, beauty of expression; vividness of description; pace or speed of the story; ability to hold interest.

3. Make a list of famous short story writers of all nations. Note the preponderance of Americans, French and Russians. How do you account for this?

4. Choose a field of interest such as athletics, mystery, character, etc. Make up a short story reading list for a boy or girl your own age based upon this par-

ticular field of interest.

5. Look up realism and romanticism. Try to classify the stories you have read under these two headings. Read about these two movements in literature. Give your explanation why we have had periods of romanticism in literature followed by realism. What period are we in today?

6. Find short stories representative of different sections of this country--of the world. For example, Mary Wilkins Freeman writes of New England, Hamlin Garland of the Midwest, Kipling of India, etc. Find as many other as possible.

OPTIONAL AND RELATED ACTIVITIES

1. Plan a short story of your own. Write a brief of the plot. Plan the "who" "what" "when" "where" "why" and "how".
2. Make a list of new words you have learned in your reading. Copy the sentences in which they were used. Look up the meanings and copy down the one which applies.
3. Write a radio dramatization of one of the stories. Plan for a half hour show.
4. Trace the history of the short story from the legend to the modern short story.

EVALUATING ACTIVITIES

1. Objective test based upon stories in classroom library. Since all students will not have read all the stories, the test should be so devised that a check list of all the stories be placed at the beginning of the test with numbers placed after them indicating the pages on which questions will be found applying to those stories. One section of the test should apply to all students and should contain items of general knowledge of short story construction.
2. Summarize briefly the information gained from short story study. Use the following points to guide you in your discussion: famous short stories everyone should read; development of the short story form; use of character, plot and setting; types of short stories.

BIBLIOGRAPHY

The making of a bibliography will be a student project. Titles will be noted that are useful in finding information. These books will be carefully listed and numbered. Numbers will be placed beside the various activities to enable the student to find references. Students will appraise stories and they will be rated for ease of reading and interest.

BIBLIOGRAPHY

1. COOK, LUELLA B., W.A. MILLER JR., and WALTER LOBAN, ADVENTURES IN APPRECIATION, HARCOURT BRACE AND COMPANY, NEW YORK, 1944.

2. HERZBERG, MAX J., STORIES OF ADVENTURE, ALLYN AND BACON, BOSTON, 1927

3. PERSKY, LOUIS J., ADVENTURES IN SPORT, GINN AND COMPANY, BOSTON, 1937

4. RICHARDSON, WILLIAM L., WORLD WRITERS, GINN AND COMPANY, BOSTON, 1936